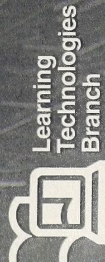




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# Thematic Grade Two

Module 5B: Water—Our Most Important Liquid



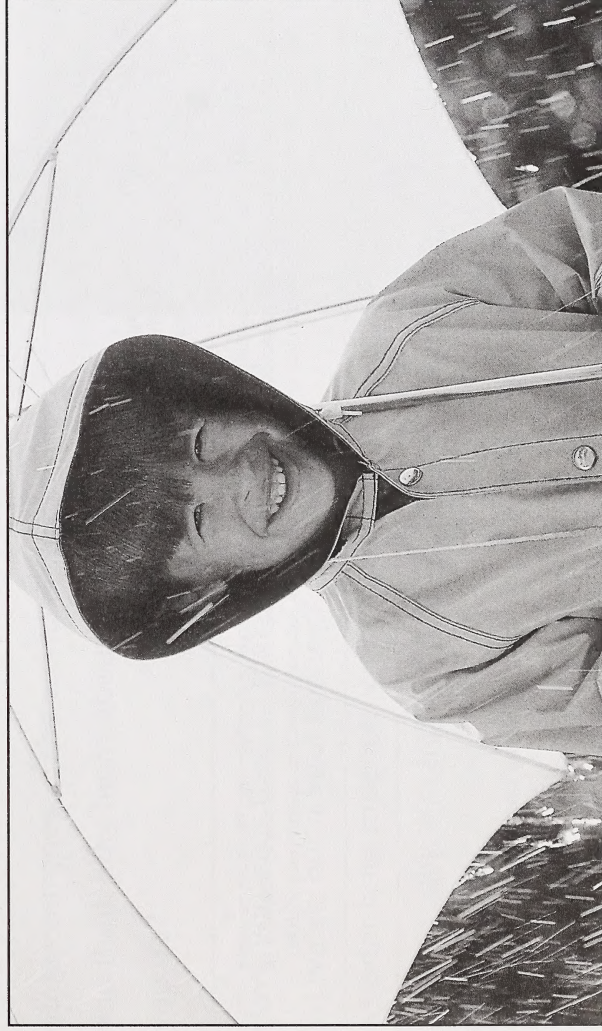
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**Grade Two Thematic  
Module 5B: Day 10 to Day 18**

# Water — Our Most Important Liquid

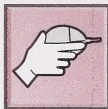




Grade Two Thematic  
Module 5B: Water—Our Most Important Liquid  
Day 10 to Day 18  
Student Module Booklet  
Learning Technologies Branch  
ISBN 0-7741-2151-3

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Student Module Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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# Welcome to Grade Two Thematic

Do you sometimes think about all the people you see and wonder what they do while you're in school?

Have you ever wondered what children in other countries in the world do for fun? Do you think they learn about the same things you do?

Have you ever tried to make something float on water, but it kept sinking? Did you ever wonder how magnets work, how to make a map, or why you have to brush your teeth every day?

You will find out about all these things and much more in the coming year. So get ready for a great adventure in learning!

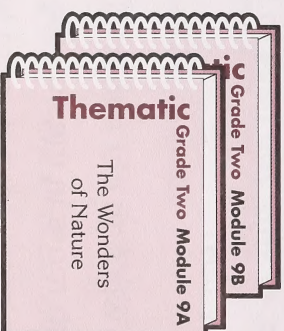
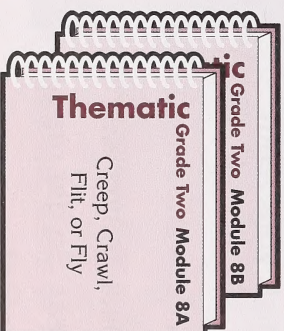
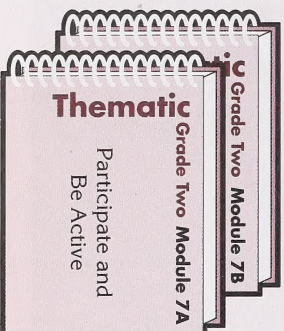
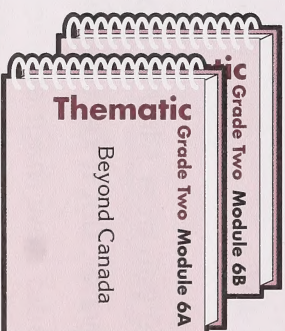
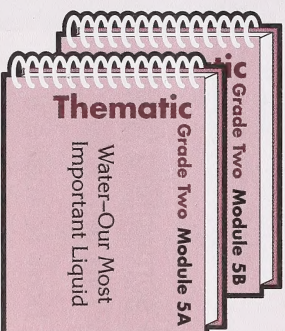
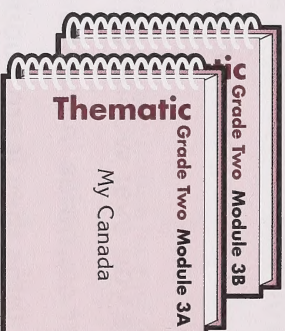
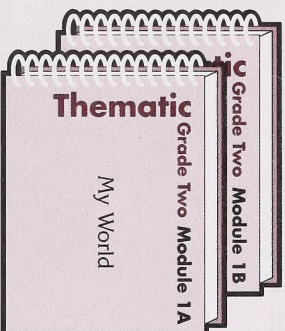


Read all the text to the student as he or she follows along.



Go over the diagram with the student. Read the title of each Student Module Booklet and briefly discuss what it might be about. Tell the student that he or she will write assignments after certain lessons. These assignments will be sent to the teacher to be marked.

Look at the books on this page. They show the different, fun things you will be working on throughout the year. Your home instructor will tell you all about the books you will be using this year.

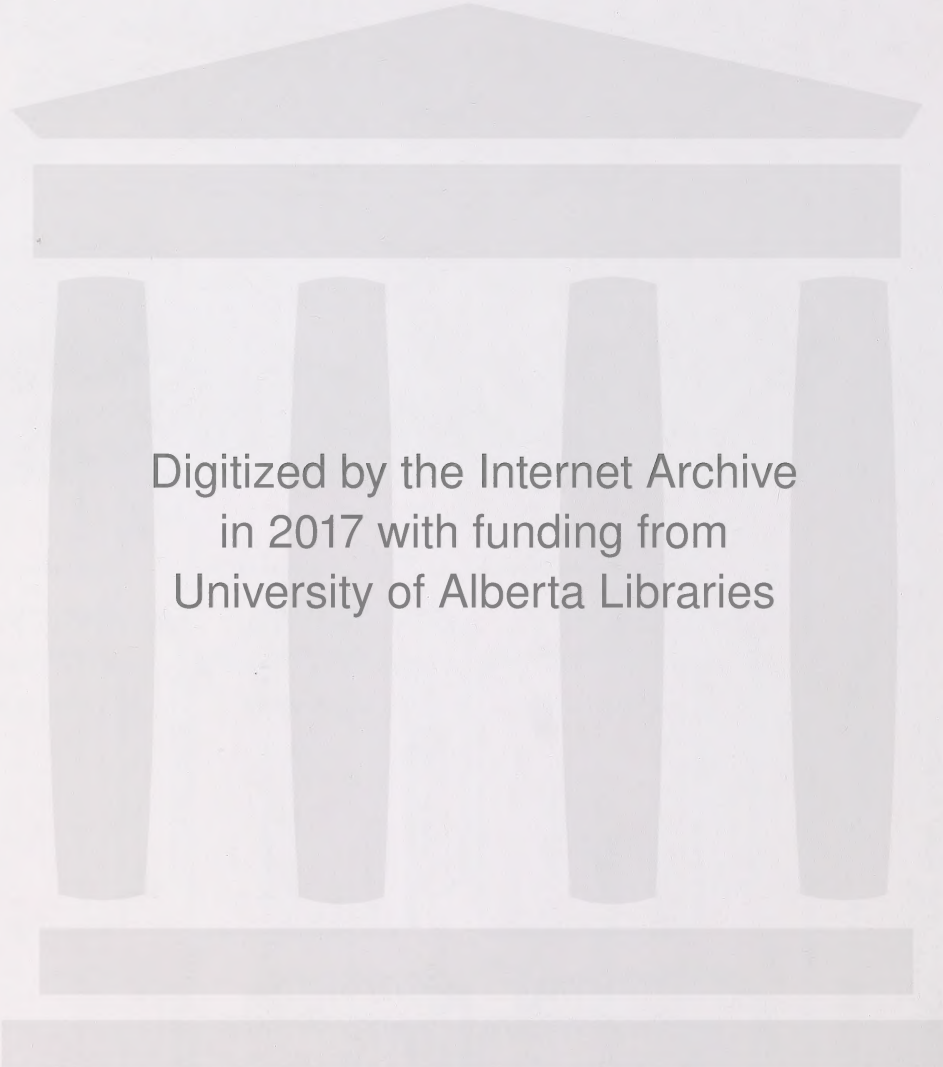




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# Water—Our Most Important Liquid



You're going to discover more interesting things about water in this module. You'll have fun doing all kinds of experiments with water.

You will learn about being a part of the community and how being with family members and friends can make you a happier person.

So get ready to continue Module 5!

**Module 5B: Water—Our Most Important Liquid**

The student may read the text aloud on his or her own or you can read the text to the student while he or she follows along.





## Day 10: The Changing Ways of Water



Have you seen a foggy bathroom or a steamy window? Has your hand ever been wet from holding a glass of something cold to drink? How do they get that way? You will learn how today.

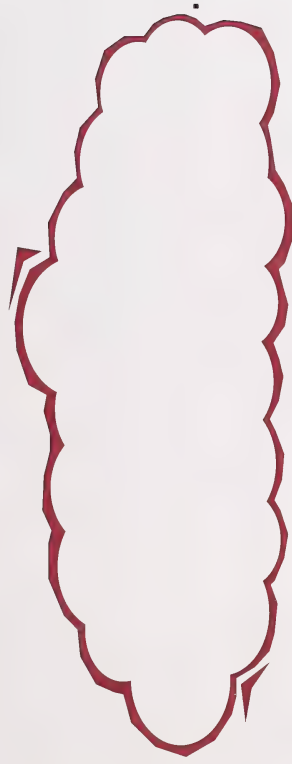
You'll also find out how well you can follow instructions.



## Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.



Today's date is \_\_\_\_\_.

What is the weather forecast for today?

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Work on Module 5: Day 10.

Discuss today's forecast with the student.

Discuss the current weather with the student.



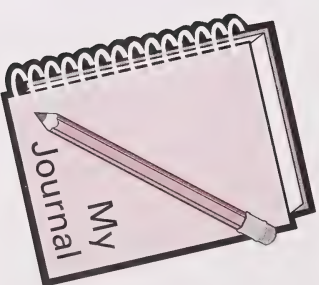
## Journal Time



Take out your journal. Turn to the Personal Writing section.

Take a few minutes to think about what you would like to write about. You might want to write about your friends, your family, an event, or your thoughts and feelings about something.

Use your *Collections Writing Dictionary* if you need help spelling a word.



Remember to print today's date at the top of the page.

## Word Parts



Take out the book *All Join In*.

Read "Chalk Talk" aloud.

Assist the student as needed to select a topic.

Have the student read "Chalk Talk" aloud. Assist the student to make sure he or she pronounces words correctly; reads loudly and clearly; uses correct intonation, pitch, speed, phrasing, and emphasis; and pauses for punctuation.

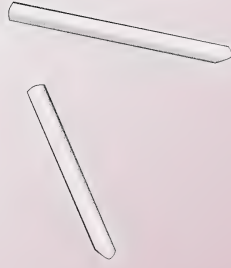


Read aloud these words from “Chalk Talk.” Then read them again, clapping each part or **syllable**.

festival	community	pastels	pavement
chalk	beautiful	talk	drawings
sidewalk	measuring	ingredients	powder
cracks	plaster	container	together
paint	spatula	overnight	square
picture			

Circle in green the words that have one syllable. Circle in purple the words with two syllables. Circle in yellow the words that have three syllables. Circle in red the words with four syllables.

Have the student clap the syllables heard in each word. Explain that each part of a word, called a *syllable*, has a vowel sound, often with one or two consonants before or after it.



The words with one syllable are chalk, talk, square, cracks, and paint. The words with two syllables are pastels, pavement, drawings, sidewalk, powder, plaster, and picture. The words with three syllables are festival, beautiful, measuring, container, together, spatula, and overnight. The words with four syllables are community and ingredients.





With the student, read the words in each group. As you do so, emphasize each syllabic part.

Explain that looking at words in parts, or syllables, helps in reading unfamiliar words. Tell the student that this is a reading strategy.

The answers are overnight, harden, powdered, spoon, and ingredients.

Now read all the words that have one syllable, and then the words that have two, three, and four syllables.

Read the number of syllables on the left. Then circle the word in the same row that has that number of syllables.

<b>three syllables:</b>	colour	steps	overnight
<b>two syllables:</b>	stick	harden	container
<b>two syllables:</b>	paint	powdered	community
<b>one syllable:</b>	liquid	spoon	beautiful
<b>four syllables:</b>	water	ingredients	remembered

Complete Day 10: Assignment 1 in your Assignment Booklet.

ro bot







## Enrichment (optional)

If you have time, you may want to do an extra activity.

### I Can Follow Instructions

Do you think you are good at following instructions?

Circle **Yes** or **No**. See how well you do.

Read the following to help you:

- Look at the speaker.
- Listen carefully.
- Listen to the whole instruction before you start.
- Keep track of the important ideas.
- Picture the important ideas in your mind.
- Begin when you are told to start.



Take out red, brown, blue, yellow, orange, purple, and green crayons.

Refer to the Home Instructor's Guide for more information about this activity.

Explain that you are going to give instructions that the student is to follow. Go over the points on how to listen and remember instructions.





Turn to the Home Instructor's Guide for the instructions.

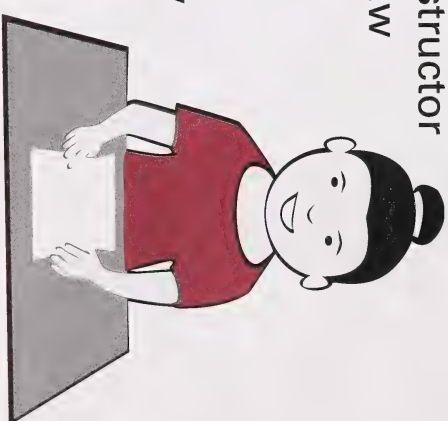


Take out unlined paper.

Listen very carefully as your home instructor gives you instructions to follow to draw some pictures. The word **start** is your signal to begin.

With your home instructor, check how well you followed the instructions. Were you able to follow them all?

Circle **Yes** or **No**.



You will send this instruction activity to your teacher on Day 18.



## Get Ready for an Experiment

Pour cold water into a glass.



Now place the glass in the freezer. You will use it for an experiment later.

## Break for lunch.



## Silent Reading

Enjoy your reading time.



For the water vapour experiment this afternoon, have the student fill a glass with cold water and place it in the freezer.

Both you and the student read silently for ten minutes.



Refer to the Home Instructor's Guide for more information about this activity.

## Words I Use Often



Look at the two words on coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

## Fun with Phonics

Read these words aloud.

loud   cow   round   gown

Do you hear the same vowel sound in each word?

Circle  **Yes** or  **No**. Circle the letters that stand for the same vowel sound in each word.

When two letters blend together to make one sound, it's called a **diphthong**.

The student should circle the "ou" and "ow" in each of the words.

Explain that these letter pairs are called *diphthongs*.

Read the following words aloud.

cloud owl south town round

Circle the letters that stand for the same vowel sound in each word.

Your home instructor will say some sentences. Print the sentences on the lines. Circle the words with **ou** and **ow** diphthongs.

1.

2.

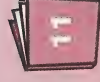
3.

The student should circle the "ou" and "ow" in the words.

Dictate the following sentences.

1. Can Billy come out to play now?
2. I can hear the owl hoot.
3. Look at all the clouds.

Check the spelling, punctuation, and circled diphthongs afterward with the student. The words with diphthongs are **out**, **now**; **owl**; and **clouds**.





Refer to the Home Instructor's Guide for more information about this activity.

Discuss what happened to the juice. (It froze.) The surface should be raised. Explain that water expands (gets bigger) as it freezes. The molecules move apart, making the water less dense. That is why ice floats. Review how liquids can change into solids when exposed to cold temperatures.

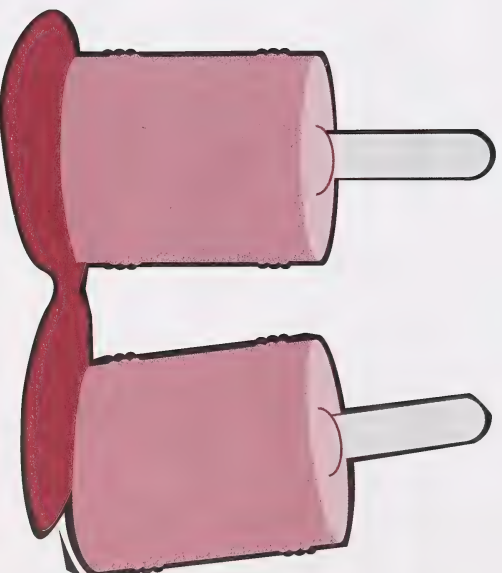


You will be working with the diphthongs **ou** and **ow**.



Do pages 203 and 204.

## Freezing, Melting, Steaming



On Day 9 you poured juice into paper cups and put them in the freezer. Go to the freezer now and take out the cups. What happened to the juice? Look at the top surface of one of the frozen juices. What do you notice about it?

Remove the frozen juice from the paper cup. Taste it. Does it taste like the juice did yesterday?

Put the second cup with the frozen juice in a dish on a table. You will come back to it later. What do you think will happen to the ice in an hour?

Print your prediction on the line.

---

While you're waiting to see what will happen to the ice, do the following experiment.

You know that a liquid can become a **solid**. You just saw what happened with the juice when it was in the freezer.

A liquid can become something else as well. Do you know what that could be? Circle **yes** or **no**.

The juice will taste the same.

Discuss what might happen to the ice when it sits in the dish for a while.

Discuss what it could be. The student may suggest steam or vapour.



To see what else a liquid can become, conduct the following experiment.

## Materials

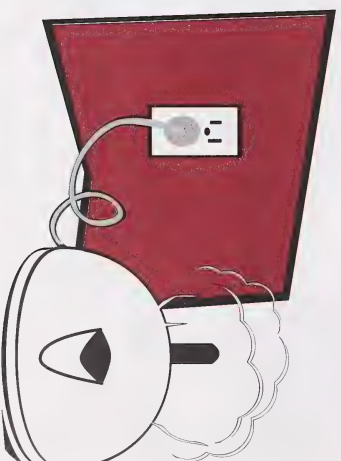
You will need the following materials:

- electric kettle
- metal ladle
- oven mitts
- water

## Procedure

1. Boil water in the electric kettle. What do you see?

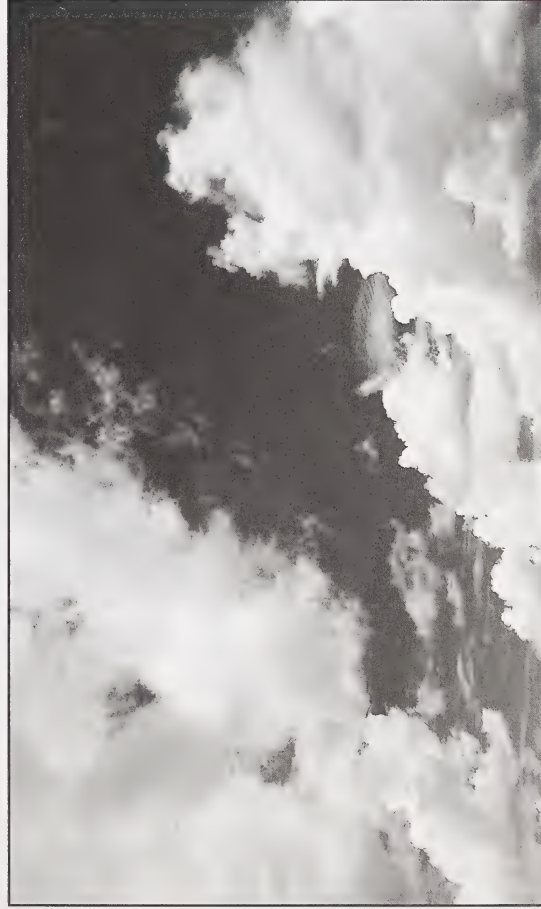
When the water boils, talk about what is coming out of the kettle (steam). Explain that steam is very hot and will burn your skin.



Discuss with the student how a gas is not a liquid but a vapour made up of very fine droplets.

## Observations

You saw steam coming out of the kettle. Heating water turns it into steam, which is a **gas**. A gas or **vapour** is made up of very fine droplets of moisture. When water becomes a gas, it is called **water vapour**. Water vapour is in the air all the time. Most of the time you cannot see it because the droplets are too small. Other times, you can see water vapour in the air as steam, fog, or mist. Clouds are also made up of water vapour.





Guide the student to understand that all the water in the kettle would eventually turn into a gas or water vapour. The kettle would eventually become dry. Refer to the Home Instructor's Guide for more information about this activity.

Have the student use oven mitts to hold the ladle over the steam so the vapour has a chance to condense on the cold surface.

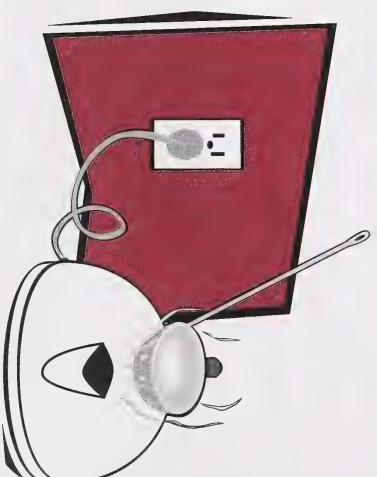
Have the student look at the ladle. Discuss why the ladle is wet and has water droplets on it. Explain that the water became a gas (steam) and then turned back to a liquid on the cold ladle.

Have the student observe the glass. The side of the glass will fog up. If the air is humid, tiny water droplets will form. Have the student feel the glass. Explain that the glass is wet because of water vapour in the air. Water in the air cools as it comes into contact with the cold glass. As it cools, it creates a fog or visible water droplets on the side of the glass.

What do you think would happen to the water if the kettle were left plugged in for a long time? Why?

## Procedure

2. Using the oven mitts, hold the metal ladle over the steam. What is happening?



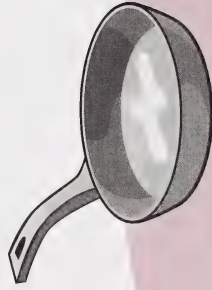
3. Take out the glass of water that you put into the freezer earlier. Watch what happens after a few minutes. What is happening to the side of the glass?



## Observations

The water droplets you saw on the ladle and the fog and water droplets on the side of the glass are the same. The gas or water vapour in the air became a liquid.

Look at the frozen juice you left out on the table. What is happening to it? Why? What other kinds of solids turn to liquid when they are heated?



Now you have seen that water can be a **liquid**, a **solid**, or a **gas**.



Complete Day 10: Assignment 2 in your Assignment Booklet.

Guide the student to understand and say that the ice is melting because the temperature of the room is warmer than in the freezer. Brainstorm other solids that turn to liquid when heated: butter, cheese, snow, and sugar.



## Looking Back

Did you find it easy or difficult to follow the instructions this morning? Why?

What could you do to make it easier next time?

What new things did you learn about water today?

## Story Time

Relax and enjoy the story!



Turn to Assignment Booklet 5B and complete Day 10: Learning Log. Have the student include his or her comments.

## Sharing Time

Choose something you did today that you would like to share with a friend or family member. For example, you could choose one of the following:

- Read “Chalk Talk.”
- Show the drawings you made by following instructions.
- Tell what you know about water changing to a gas and back to liquid form.



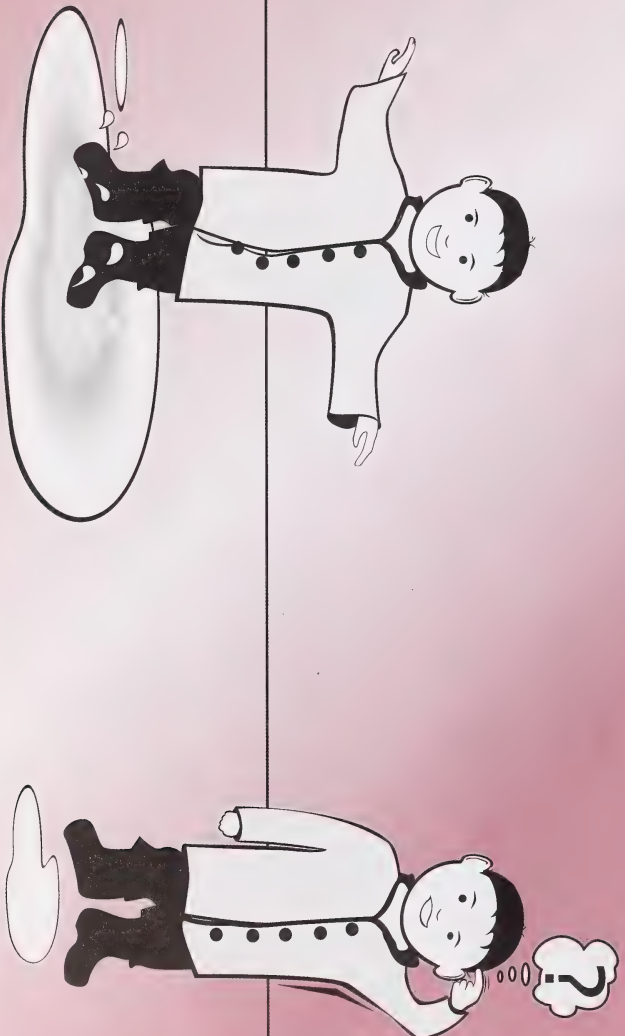


# Day 11: Where Does the Water Go?

Look at the following pictures.

Have you ever seen water “disappear” over time? Today you’ll find out where the water goes.

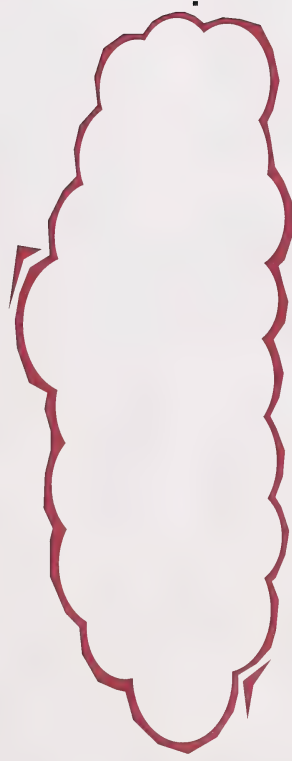
Also, you’re going to learn more about an instrument family. And you will learn how to make caterpillars and butterflies. It’s going to be a fun day today!



## Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.



Today's date is \_\_\_\_\_.

What is the weather forecast for today?

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Work on Module 5: Day 11.

Discuss today's forecast with the student.

Discuss the current weather with the student.



Review the four instrument families: percussion, string, woodwind, and brass. Check Days 3, 7, and 9 for examples of percussion, string, and woodwind instruments.

Go over the brass instruments pictured and discuss how each one is used. For a description of each, see the Home Instructor's Guide. Explain that brass instruments are made of brass. They are brass tubes that the player blows into to make music.

## Music and Movement

Name the four instrument families. Give two examples of percussion, string, and woodwind instruments.

Today you will look at members of the brass family. Look at these pictures of brass instruments. Why do you think they are part of the brass family?



trumpet



French  
horn



trombone



tuba

Brass instruments are popular in jazz music. If you get a chance, listen to some jazz and see if you can hear the brass instruments.


You have already listened to “March” by Georges Bizet in Module 2. The piece was written for the trumpet, along with other orchestral instruments. Georges Bizet meant this piece to sound like someone is marching.




Listen to “March” again and listen for the **trumpet**.

Did you enjoy the music? Did it make you feel like marching? Did you hear the distinct sound of the trumpet?

Did you notice that the music begins quietly and then slowly gets louder? What is that called?

This sign, , means **crescendo**. It tells you that the music goes from soft to loud.

Listen to “March” again. This time listen for the crescendo. Also, listen for the spots where the music seems to crash loudly on one note. That’s called an **accent**. When you see this sign, , on top of a note in music, it means to play very loudly on that one note.

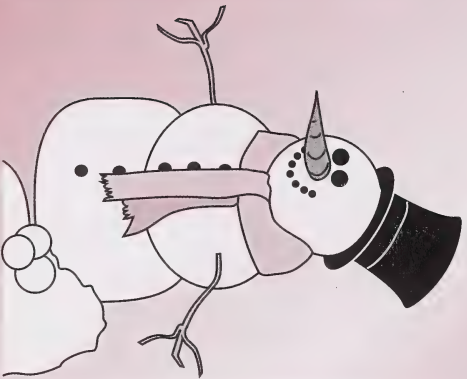
Play Bizet’s “March” from the *JEUX D’ENFANTS* CD. When the trumpet part comes in, point it out to the student. The trumpet comes in quietly in places near the beginning and here and there throughout the piece, and then again at the end. Explain that the trumpet has a very distinct sound, as do all brass instruments. After listening to the selection, discuss whether it is suitably named. Talk about the dynamics (loud or soft) and tempo (fast or slow).

Review the term *crescendo* (going from soft to loud).

Play the piece again for the student, pointing out how the piece begins quietly and gradually gets louder (*crescendo*). There are one or two spots where the music seems to crash loudly on one note—a sudden change in dynamics. That is called an *accent*.



For the movement part of the lesson, tell the student to pretend that he or she is a melting snowman, boiling water, and then butter in a hot pan. Have the student move his or her body to show the various actions that occur in each one.



Have the student read the pages indicated and then answer the questions orally.

Discuss that *butterfly* is a compound word made from the words *butter* and *fly*.

Pretend you are a snowman. It is getting hotter and hotter. You're beginning to melt. Now pretend you are water in a pot. Show how you boil and change into water vapour. Then pretend you are a blob of butter and someone just put you in a hot frying pan. Show what happens.

## Caterpillars and Butterflies

The following selection tells you how to make caterpillars and butterflies. What kind of materials do you think you will need to make a caterpillar?

Read aloud the first part of the selection that tells how to make a caterpillar. Are the materials like the ones you listed? How do you make a caterpillar?

Read the rest of the selection. What kind of word is **butterfly**? What two words make **butterfly**?

How do you make a butterfly? Which do you think would be more difficult to make—the caterpillar or the butterfly?

Read the selection silently.

## Making Caterpillars and Butterflies

### Caterpillars

#### Materials

- cardboard egg carton
- glue
- pipe cleaner
- yarn, pasta, coloured paper, sequins
- paints
- scissors

#### Steps to Follow

1. Cut a strip from the egg carton.
2. Paint the strip.
3. When the strip is dry, make two holes at one end.
4. Thread the pipe cleaner through the holes to make antennae.
5. Decorate the caterpillar by gluing on sequins, paper strips, pasta, or yarn.





# Butterflies

## Materials

- sheet of paper
- light cardboard or manila tag
- yarn, ribbon, glitter, sequins
- coloured paper
- glue
- paints
- scissors



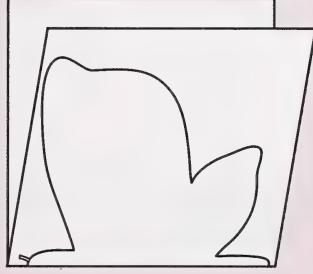
## Steps to Follow

1. Fold the cardboard in half and open it up.
2. Paint half of the cardboard sheet with bright colours and some black.
3. Fold the cardboard up again. Press with your fingers from the centre out to the edge.
4. Unfold the cardboard. The same design is on each side. You can add paint if you wish to add to the pattern. Fold up the cardboard again and press out the colour.

5. Open the cardboard and allow the paint to dry.

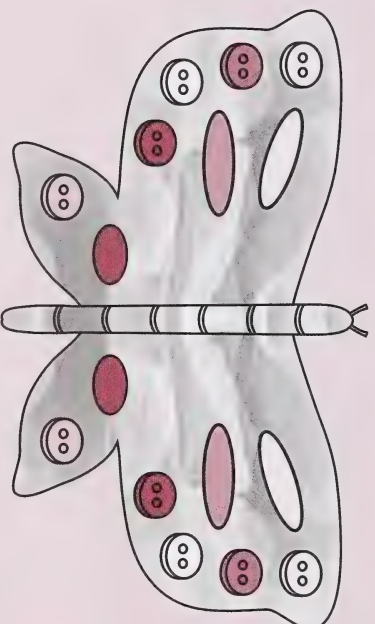


6. Fold the piece of paper in half. Draw half of a butterfly shape on the folded piece of paper and cut it out.





7. Attach the folded butterfly pattern to the folded and painted cardboard. Cut carefully around it.
8. Open up the butterfly and decorate it using coloured paper, glitter, sequins, yarn, or ribbon.



9. Display your caterpillars and butterflies.

## Journal Time



Take out your journal. Turn to the **Reading Response** section.

What did you like best about the selection “Making Caterpillars and Butterflies”? Which picture did you like best? Tell why you would like to make a caterpillar or butterfly.

Remember to print the day’s date at the top of the page.



Discuss the questions listed.  
The student can use these ideas or write his or her own thoughts about the selection.



## New Words

These words are from the selection “Making Caterpillars and Butterflies.” Read them to your home instructor.

cut

make

paint

cardboard

will

Remember, if you have a hard time saying a word, you can look at how it starts. Sound it out. Is there a little word in it that you know? Look at how the word ends. Look for vowel teams and consonant blends to help you.

Saying a word correctly helps you remember and spell it correctly. Say each of the words aloud. Listen to the letter sounds in each word.

Listen to each word as the student says it aloud. Correct the student if needed.



Practise the **look-say-cover** and **see-write-check** way of learning to spell these new words.

Use the new words to complete these sentences.

1. To \_\_\_\_\_ a caterpillar, you \_\_\_\_\_ need a few items.
2. Would you like to \_\_\_\_\_ the caterpillar?

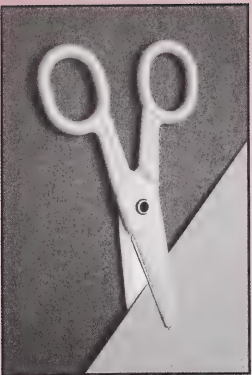
Write a sentence using each of the new words **cut** and **cardboard**.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

The answers are **make**, **will**; and **paint**.

Check the sentences for content, spelling, and punctuation.

The answers are card, board; any words that use the vowel pair "ai," such as saint, faint, tail, sail, hair, and pair; cut; any three words that end in "ill" such as pill, fill, sill, thrill, frill, bill, jill, till; and Mike.



Print the answers to the following on the lines.

Which two words make the compound word **cardboard**?

\_\_\_\_\_

Use the vowel pair in **paint** to make two new words.

\_\_\_\_\_

What do you do with scissors? \_\_\_\_\_

Replace the first consonant in **will** with other consonants to make three new words.

\_\_\_\_\_

\_\_\_\_\_

Replace one vowel in **make** to make a boy's name.

(Remember to capitalize it.) \_\_\_\_\_





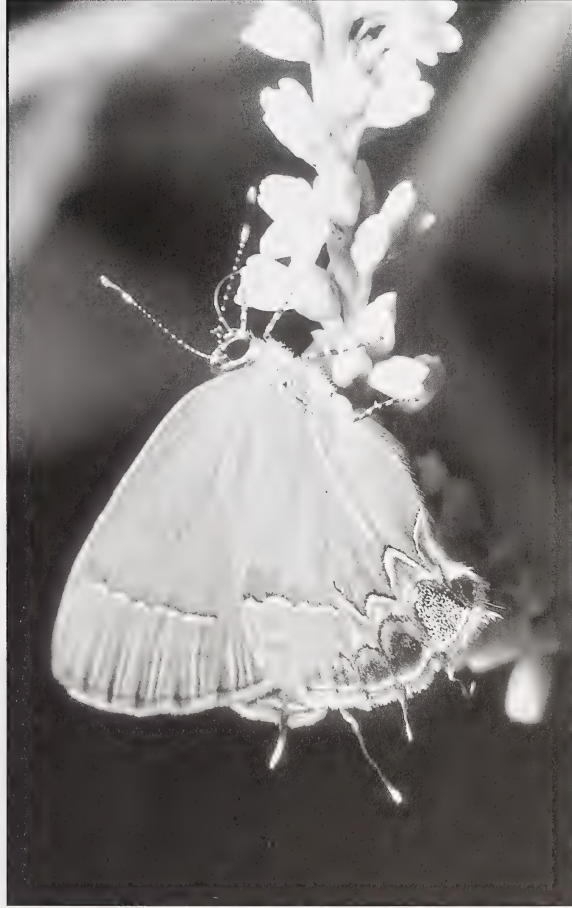
Take out five white index cards.

Print the five new words on the white index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the five new words in your dictionary.



If there are any other words from the selection “Caterpillars and Butterflies” that the student would like to add to the Word Wall, have him or her print them on white index cards and tape them on the Word Wall now.



### Enrichment (optional)

If you have time, you may want to do an extra activity.

**Break for lunch.**



### Silent Reading

Enjoy your reading time.

Both you and the student read silently for ten minutes.

Refer to the Home Instructor's Guide for more information about this activity.



## Fun with Phonics

Do you know the answer to these riddles? They are two-word rhyming answers, and they all have the diphthongs **ou** or **ow** in them.

- What is another name for a thunderstorm?
- What does a cow do after she performs?
- What do you call a black bird that is always late?

Do you give up? The answers are a loud cloud, a cow bow, and a slow crow.





Remind the student that a *diphthong* is two letters that blend together to make one sound.

Do you remember what a diphthong is? Circle the diphthong in each word.

loud clouds cow bow slow crow

Sometimes **ow** can stand for the long **o** sound, as in **slow** and **crow**.

Now you will be working with the diphthongs **ou** and **ow**.



Do pages 205 and 206.

Refer to the Home Instructor's Guide for more information about this activity.

## Disappearing Water

On Day 7 you filled two glasses with 200 mL of water in each. Before you look at the glasses again, predict what you think happened. Write your predictions for each glass in the following chart.

Then look at each glass. Record your observations in the chart. Compare the results of the experiment with your predictions.

	My Prediction	My Observation
Glass filled with 200 mL of water without the plastic wrap	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Glass filled with 200 mL of water with the plastic wrap	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

Discuss the results of the experiment. Have the student answer the questions orally.

Explain that evaporation occurs when a liquid's surface is exposed to air. Warm air changes the water to a gas. The warmer the air, the quicker the water will evaporate.

*Evaporation* is when a liquid, like water, turns to a gas.

Which glass has more water in it? Where did the water in the open glass go? Why did the water level go down? Why did the water level in the glass with the plastic wrap stay the same?

The water in the open glass turned to water vapour and went into the air. This is called **evaporation**. The water in the glass **evaporated** into the air. That's why there is less water in that glass. The water in the glass with the plastic wrap couldn't evaporate because plastic is waterproof. You know that water can't go through a waterproof material. So the water stayed in the glass or collected on the plastic.

Can you see water drops on the underside of the plastic wrap?

Circle **Yes** or



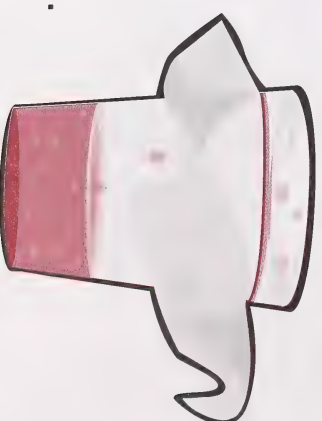
or



**No**. The water

vapour could not escape. It turned

back to water on the cool plastic wrap.





## Solve Marta's Problem

Marta had a plastic swimming pool in her backyard that was filled with water. She was going away for two weeks to visit her grandfather in Peace River. Marta wanted to be sure the pool



would still be full when she came back home. What could she do to make sure all the water remained in the pool? Why would that work? Print your solution on the lines.

---

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---

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Check the student's answer. Marta could cover the pool with a waterproof cover, like a plastic tarp or plastic garbage bags. This way, the water vapour could not escape.

## Did You Know?

You lose about three glasses of water every day through perspiration! That means you need to drink plenty of water to stay healthy.



## Chalk Art with Water



Take out art paper and a large paintbrush.

You read about using chalk for drawing on sidewalks. You can also use a different kind of chalk on paper with water to make a painting. Your home instructor will give you coloured chalk.

First, decide what you're going to draw. It can be an **abstract** drawing or a picture of a night sky with stars, a country scene, a lake or ocean with a boat on it, people, animals, or whatever you like to draw.

You will need a large paintbrush, art paper, a jar of water, and coloured chalk.



Use your paintbrush to wash the paper with water. Then immediately draw and colour a picture with the chalk. If the paper dries as you are drawing with the chalk, wet the paper again with water.

When you finish, display your chalk art where others can see it.

First discuss what the student will draw. This is necessary because once the paper is wet, the student has to draw on it immediately to get the desired effect. Explain that *abstract* means to use shapes and colours that don't have to show physical reality. The student may do one or more of these paintings. Provide the student with coloured blackboard chalk and a jar of water.





You will send your chalk and water drawing to your teacher on Day 18.

## Looking Back

What did you like best about today's Music activity?

Do you like sharing what you learn with your family during Sharing Time? Why or why not?

After you read "Making Caterpillars and Butterflies," did you make a caterpillar or a butterfly? If you did, how did it turn out?

Are you pleased with how your chalk art turned out? Why or why not? What would you have done differently?

## Story Time

Relax and enjoy the story!

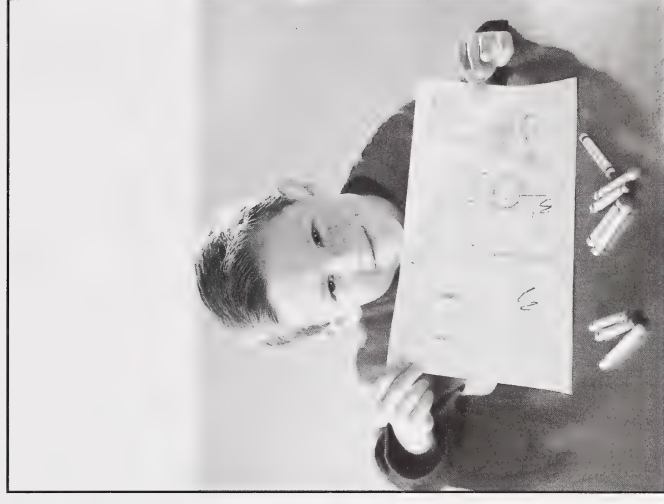


Turn to Assignment Booklet 5B and complete Day 11: Learning Log. Have the student include his or her comments.

## Sharing Time

Choose something you did today that you would like to share with a friend or family member. For example, you could choose one of the following:

- Play Georges Bizet’s “March” and listen to it with your family. Tell them when the trumpet comes in.
- Talk about what you learned about brass instruments.
- Read “Making Caterpillars and Butterflies.”
- If you made a caterpillar or butterfly, show it to your family.
- Show your chalk and water painting.
- Talk about how water evaporates.



## Day 12: Evaporating Water

You learned where water goes when it seems to disappear or evaporate in Day 11. Today you're going to learn ways you can make water evaporate quickly.

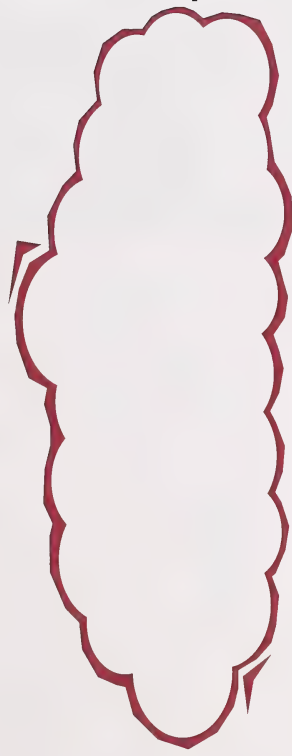




## Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.



Today's date is \_\_\_\_\_.

What is the weather forecast for today?

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Work on Module 5: Day 12.

Discuss today's forecast with the student.

Discuss the current weather with the student.

Have the student talk about staying at home and how it felt. Brainstorm things the student did to make the time more enjoyable, such as playing video games, watching TV, working on puzzles, drawing and colouring, reading books, looking at family albums, and playing board games or cards.

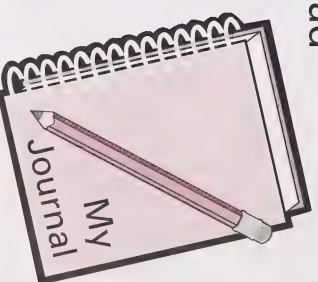
## Journal Time



Take out your journal. Turn to the **Personal Writing** section.



Think about a time you had to stay in the house and couldn't play with your friends because you were sick or injured. Write about what you did to pass the time or list activities you can do indoors.



Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.

## Quick Dry

Imagine you are on holiday somewhere hot and sunny. You just came in from swimming and need to dry your swimming suit before you pack it in your suitcase. You need to dry it quickly, but you do not have a clothes dryer. What are you going to do?



Discuss ways of drying things with the student.



There are several ways of drying things. Some take a long time. Other ways are quicker. You're going to conduct an experiment to find out which is the best way of drying.

## Materials

- four paper towels
- blow dryer
- two trays or cookie sheets

## Procedure

1. Separate four paper towels. Wet the paper towels. Squeeze the excess water out of each one. Carefully unfold each towel.
2. Lay one paper towel in a warm, sunny spot indoors.
3. Lay another paper towel in a shady spot indoors.
4. Roll another paper towel into a ball and place it in a spot indoors.
5. Blow-dry the fourth paper towel.

Place the wet paper towels on cookie sheets, trays, or other dry surface. If a sunny spot is not available, place one towel under a lamp, about 15 centimetres away from the bulb. (Do not use a fluorescent bulb.) To blow-dry, hold the blow dryer while the student holds the paper towel, or hang the wet towel from a table and anchor one end to the table with something heavy, such as a book or mugs. Blow-dry the towel as it hangs.

Before you begin the experiment, predict which towel will dry most quickly, which will dry second, and so on. Record your prediction in the chart by numbering the towel you think will dry most quickly with a **1**, the second quickest with a **2**, and so on.

My Prediction		My Observation	
<b>sunny spot</b>		<b>sunny spot</b>	
<b>shady spot</b>		<b>shady spot</b>	
<b>rolled-up ball</b>		<b>rolled-up ball</b>	
<b>blow-dry</b>		<b>blow-dry</b>	

After you blow-dry the paper towel, go to your next lesson. It will take longer for the other towels to dry. Remember to check once in a while.

Blow-drying the towel is the quickest way, as it will take about three minutes. The towel in the sun or under the lamp will dry next, then the one in the shade, and, finally, the one in the ball. While waiting for the other towels to dry, continue with the day's other activities. With the student, check the towels every 30 minutes. As each towel dries, have the student fill in the "My Observation" column in the chart. The student will return to the experiment later this afternoon.

Refer to the Home Instructor's Guide for more information about this activity.

## Words I Use Often

Look at the two words on coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

## Staying at Home Can Be Fun



You're going to read about a girl who was sick and stuck at home and what she did to make it more fun.





Take out the book *All Join In*.

Turn to the Contents page. Find the page number for “Story Go-Round” and go to that page.

Who is the author of “Story Go-Round”?

---

Who is the illustrator?

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Look at the picture of the girl. Her name is Jamal and she has chicken pox. Listen as your home instructor reads page 16 aloud.

Read aloud the lines that tell what Jamal’s mother suggested she do. Look at page 17. Why do you think Jamal is running up the stairs?

Have the student print the answers on the lines.

The author is Lynn Bryan.

The illustrator is Anne Villeneuve.

Have the student talk about the picture on page 16 and share what he or she can tell about the girl and her situation. If the student has had chicken pox or other illnesses, have him or her talk about the experience. Read page 16 aloud to the student.

Stop after reading each page so that the student can answer the questions about the text.

Emphasize the breaks between the parts to help the student recognize the story within the story. Point out the pattern: the e-mail heading showing who it's to and from, the illustration showing the child's writing, and an illustration showing the person who is writing that piece of the story.

Read page 17 aloud. How are Jamal and her friends going to write a story together?

Look at page 18. Who started the e-mail story? Who is Jamal sending the first part of the story to? How do you know Jamal is writing it? How does the illustration match the e-mail story?

Look at pages 19, 20, 21, and 22. Who is writing the e-mail story? Who is it being sent to? Check the illustrations to see if they match the story.



Read the e-mail story in "Story Go-Round" aloud. Then read the whole selection silently.

The student may notice that the characters Morgan and Winston look different in each version of the story. Discuss why. (Each writer has his or her own picture of how the characters look.) Have the student read the story within the story aloud and then the entire selection silently.

## Talk About the Story

Why did Jamal want to write a story go-round in the first place?

Why do Morgan and Winston look different in each scene?

What did Morgan tell Winston a few times? Why does Winston see different things from Morgan?

Why did Winston yank the leash out of Morgan's hands? How did he get all tangled up around the tree?

What title would you give the e-mail story?

## New Words

These words are from the selection "Story Go-Round." Read them to your home instructor.

chase

continue

straight

suddenly





Listen to each word as the student says it aloud. Correct the student if needed.

The answers are straight and suddenly.

Remember, if you have a hard time saying a word, look at how it starts. Sound it out. Is there a little word in it that you know? Look at how the word ends. Look for vowel teams and consonant blends to help you.

Saying a word correctly helps you remember and spell it correctly. Say each of the words correctly. Listen to the letter sounds in each word.

Practise the **look-say-cover** and **see-write-check** way of learning to spell these new words.

Use the new words to complete these sentences.

1. Can you walk a \_\_\_\_\_ line?
2. Jarred \_\_\_\_\_ remembered where he left his glasses.



Check the sentences for content, spelling, and punctuation.

Write sentences using the new words **chase** and **continue**.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

Print the answers to the following on the lines.

The opposite of **crooked** is \_\_\_\_\_.

This word means "to keep going." \_\_\_\_\_

Use the consonant digraph in **chase** to make three new words.

\_\_\_\_\_  
\_\_\_\_\_

The answers are **straight**;  
**continue**; any three words using  
the consonant digraph "ch,"  
such as **change**, **chart**, **chat**,  
**choose**, **rich**, **peach**, or **bunch**.

The root word is **sudden**.

What is the root word in **suddenly**? \_\_\_\_\_



Take out four white index cards.

Print the four new words on the index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the four new words in your dictionary.



**Silent Reading**

Enjoy your reading time.

If there are any other words from the selection "Story Go-Round" that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Both you and the student read silently for ten minutes.



## I Can Spell That

Can you spell the six spelling words?

Circle **Yes** or **No**. Try it! Print the

words on the lines as your home instructor says them.

---

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---

---

---

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See the Home Instructor's Guide for a list of the spelling words.

Go over the vowel sounds with the diphthongs "oi" or "oy." Remind the student that a diphthong is made up of two letters that make one sound. Here the diphthongs are made up of two vowels.

## Fun with Phonics

Read the following sentence aloud. What vowel sound do you hear? Circle the diphthong **oi** or **oy** in each word.

Joy and Roy enjoy noisy toys.



Read these words aloud.

boil bone coin hole point joy

Circle the words that have the same diphthong sound as heard in the word **boy**.

They are boil, coin, point, and joy.

Your home instructor will say some sentences. Print the sentences on the lines. Circle the words with **oi** and **oy** diphthongs.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Dictate the following sentences.

1. Is the water boiling yet?
2. The car is low on oil.
3. Joy has too many toys.

Check the spelling, punctuation, and circled diphthongs afterward with the student. The words with diphthongs are **boiling**, **oil**, **Joy**, and **toys**.

Now you will be working with the diphthongs **oi** and **oy**.



Do pages 207 and 208.

**Add a Scene to the Story**



Take out the book *All Join In*.



Refer to the Home Instructor's Guide for more information about this activity.



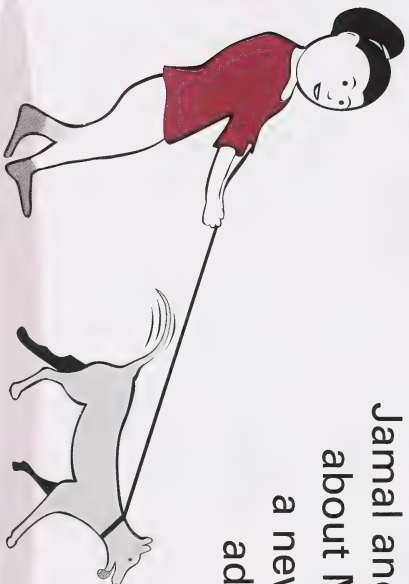
The student can choose to add a scene to the story or to change the ending. Discuss the options and have him or her write about it and illustrate it in the illustrator's style. Remind the student to use the word cards and the dictionary. Have the student follow the steps of the writing process, and encourage him or her to use descriptive words (adjectives) and adverbs (words ending in "ly").

Refer to the Home Instructor's Guide for the revising and editing step.

## Skim the story "Story Go-Round."



Take out lined paper.



Jamal and her friends wrote a story about Morgan and Winston. Think of a new scene that would fit in this adventure. Write the new scene, and illustrate it using the same style as the illustrator.

**OR**

Imagine you are Jamal at the computer and get to finish the adventure. Think of a different ending for the story. Write a new ending and illustrate it using the same style as the illustrator. If you have a computer, use it to write your new scene or ending.



You will send the illustrated scene or story ending to your teacher on Day 18.

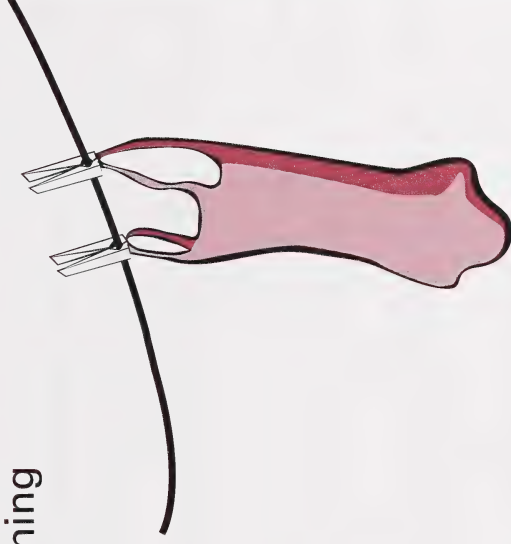
## Quick Dry

It's time to check your paper towels.

Look at the chart from this morning and record your observations.

Compare your predictions with your observations. How close were you?

Now you know what to do with the wet bathing suit. What can you do to dry it quickly?



Complete Day 12: Assignment 3 in your Assignment Booklet.

Discuss the order in which the towels dried. Have the student consider the principle of evaporation discussed in Day 11. (When water is exposed to open air, it will evaporate.) From this experiment, the student will conclude that exposure to wind (blow dryer) and sun (heat) makes water evaporate more quickly.

The bathing suit can be hung up to dry outside. If it isn't sunny, the wind will dry it. If it is sunny, the sun will dry it. Draw out that the quickest way would be if it was both windy and sunny.

Explain to the student that today's discussion about writing will be recorded and sent to the teacher on Day 18. Refer to the Home Instructor's Guide for more information.



Turn to Assignment Booklet 5B and complete Day 12: Learning Log. Have the student include his or her comments.

## Looking Back

How did you get the idea for the new scene or ending you wrote?

What is the most important idea in the scene or ending you wrote? Why is it important?

What do you want the reader to think or feel after reading it?

Is there anything you tried doing in this writing that you haven't done before? What is it?

Did you use descriptive words? What are some examples?

What do you like best about writing? Why?

What can you do now as a writer that you couldn't before?

What do you want to do better as a writer?

You will send this recording to your teacher on Day 18.





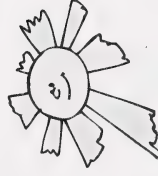
## Story Time

Relax and enjoy the story!

## Sharing Time

Choose something you did today that you would like to share with a friend or family member. For example, you could do one of the following:

- Read "Story Go-Round."
- Read the extra scene or the different ending you wrote for the adventure in "Story Go-Round."  
Show the illustration you drew for it.



- Spell the six spelling words.
- Ask family members what they would do to dry a wet bathing suit.

## Day 13: Making Beautiful Music with Water

Did you enjoy making musical instruments on Day 5 and Day 7? Have you ever heard of singing glasses? Today you get to make an instrument that uses water and glasses.

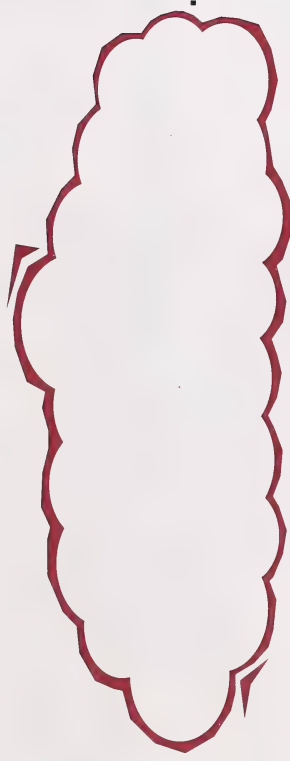
You will also learn a new way to make your writing more interesting.



## Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.



Today's date is \_\_\_\_\_.

What is the weather forecast for today?

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Work on Module 5: Day 13.

Discuss today's forecast with the student.

Discuss the current weather with the student.



## Music and Movement

Name the four instrument families. Give two examples each of percussion, string, woodwind, and brass instruments.

Review the four instrument families: percussion, string, woodwind, and brass. Check Days 3, 7, 9, and 11 for examples of percussion, string, and woodwind instruments.

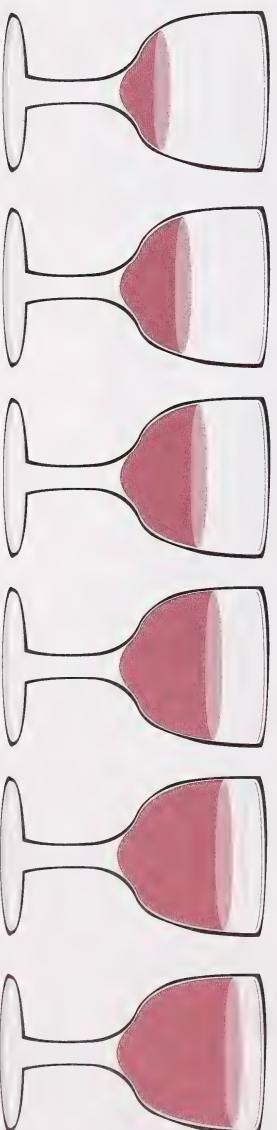


Complete Day 13: Assignment 4 in your Assignment Booklet.

## Making Beautiful Music

You made music with water in bottles on Day 5. You blew across the tops or tapped them.

You will make more music using water today. You're going to play music by making glasses sing!



Provide the student with six long-stemmed glasses. (The glasses must be light and thin to work.) They should all be the same size. If the glasses are different sizes, that will work too, but you will have to adjust the water levels in them until you get different sounds. Help the student set them up.

Assist the student with this step.  
Remind the student to keep the finger wet.

First you need to know how to make a glass sing. Pour water into a thin, long-stemmed glass until it is one-half full. Wet your middle finger and hold it over the rim of the glass. Rub your finger around and around the rim. Keep practising until you get a clear sound. Listen carefully!



Now line up six glasses on a table. Pour a small amount of water in the first glass, a larger amount in the second glass, and so on. The sixth glass should be almost full. (Keep a sponge handy to wipe up any spills.)

Assist the student in making the glasses sing.

Let the student select a piece of music from the *JEUX D'ENFANTS* CD.

Lead the student in the stretches from Day 1.

Rub your wet finger around the rim of the full glass first to get the lowest note. Then run your finger on the next fullest glass, then the next one, and so on, until you've heard the musical notes of each glass.

Make the glasses sing to your favourite tune.

Now you can make beautiful water music.



Select some music from the *JEUX D'ENFANTS* CD.

Before you start the next lesson, do some stretching exercises to music. Play your favourite piece and stretch to it.





## Reading



Take out the book *All Join In*.

Read "Story Go-Round" aloud.

## Journal Time



Take out your journal. Turn to the Reading Response section.

Did you enjoy the story "Story Go-Round"? Tell why or why not. What was your favourite part of the story? Why? What was your favourite illustration? Why? What did you like or not like about the way the author wrote this story?

Remember to print the day's date at the top.

Read the questions with the student. The student may choose to respond to one or more of them in his or her journal.

## Make It More Interesting

You know how to use descriptive words to make your writing more interesting.

Read these two sentences aloud.

I have a dog.



I have a happy, friendly, little dog.



The second sentence gives more information about the dog and is more interesting because of the use of *descriptive* words (words that describe the dog).

Have the student look up *synonym* in the dictionary. Explain that synonyms can add variety and interest, make the meaning more exact, and create a clearer picture in the reader's mind. Give the student some examples of synonyms, such as *large*, *big*, *huge*, and *giant*.

Which sentence tells you more about the dog? Which one is more interesting to read? Why? Have you been trying to use more **descriptive** words in your writing?

Circle  **yes** or  **no**. If you have, good for you. If you haven't, try to do it in your next writing.

There are other ways to make your writing more interesting. One of them is to use **synonyms**. Synonyms are words that mean the same, or nearly the same, as other words.

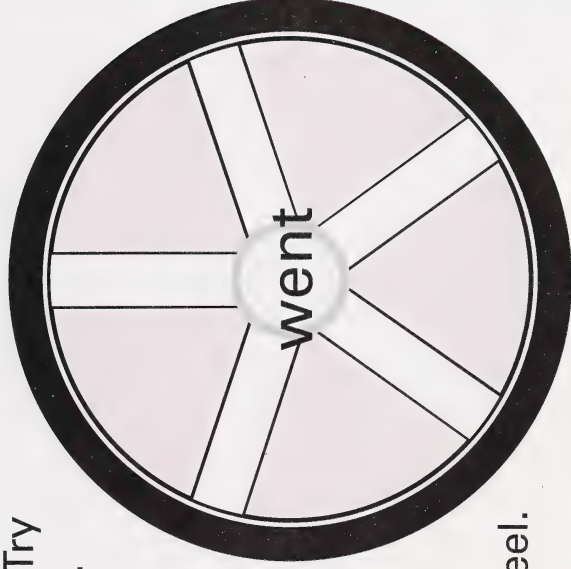
Read these two sentences aloud.

Jake went to his grandma's house.

Jake headed for his grandma's house.

Which sentence is more interesting? **Went** is a word that is used very often. It is not very exact or specific. To make your writing more creative and more interesting to the reader, try to choose another word that means the same or almost the same as the often-used word. Try to pick a more exact synonym.

Can you think of other synonyms to use instead of **went**? Turn to pages 18 and 20 in the selection "Story Go-Round." There are three other words the author used instead of **went**. Print them on the spokes in the wheel.



The second sentence is more interesting because *went* is a common word and is used very often.

The synonyms for *went* are headed, started, and continued.



The synonyms for *saw* are noticed, spied, spotted, and watched. The synonyms for *run* are chased and dashed.

Do the same with another word that is often used too much—**saw**. Turn to pages 19, 20, and 21 to find four other words to use. Print them on the spokes in the wheel.



Do the same with the word **run**. Turn to page 22 to find two other words to use instead of **run**. Print them on the spokes in the wheel.



Can you think of other synonyms for **went**, **saw**, and **run**? Print them in the spokes of the wheels.

## Cameron's Writing

You read how Jamal played with her friends when she was sick. You're going to read how a boy named Cameron plays with his friends when he's not sick.

Turn to the inside back cover of the book *All Join In*.

Who is the author of the text?

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Who do you think the illustrator is?

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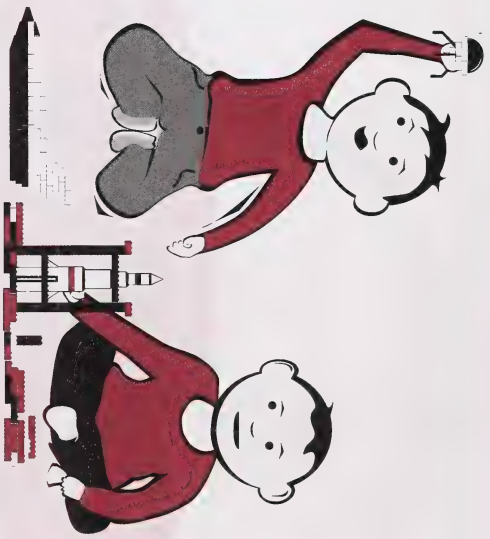
Read what Cameron wrote aloud.

Other synonyms for *went* are **moved**, **proceeded**, **travelled**, and **left**. Other synonyms for *saw* are **looked**, **glanced**, and **viewed**. Other synonyms for *run* are **hurried**, **raced**, and **rushed**.

Have the student print the answers on the lines. **Cameron McKinley Johns** is the author. Although it doesn't say, Cameron is probably the illustrator.

Have the student answer the questions orally.

What did Cameron and Chris make together? What happened in their adventure with their Lego creations? What else could Cameron and Chris make with Lego pieces? Have you ever had imaginary adventures with your friends? What happened in your adventures?



Take out unlined paper.

Draw a picture showing you and a friend having an imaginary adventure. Print a sentence or two under it to describe the adventure. Remember to use some descriptive words and synonyms instead of often-used words.



You will send your picture and sentences to your teacher on Day 18.



## Break for lunch.



### Silent Reading

Enjoy your reading time.

### Fun with Phonics

Read the following phrases aloud.

join the team      noisy toys  
boiled potatoes      I enjoy

Circle the diphthongs **oi** and **oy** in the words. Then use each of the phrases in a complete sentence.

Your home instructor is going to read some words aloud. Listen carefully. When you hear the sound of the **oi** or **oy** diphthong, say **oi**!

Both you and the student read silently for ten minutes.

Remind the student that in the diphthongs “oi” and “oy,” two vowel sounds are blended together.

Assist the student in using each phrase in a complete sentence.

Read the following groups of words to the student. The words should be read with equal emphasis, but the sound of the “oi” or “oy” diphthong is shown in bold.

- jaw, jay, **joy**
- bone, **boil**, both
- meat, **moist**, most
- **point**, pond, pony
- tow, **toy**, ton
- nosy, nose, **noisy**
- **coin**, cone, corn.

Refer to the Home Instructor's Guide for more information about this activity.

Discuss how important water is for survival.

Discuss the uses of water during a typical day, such as flushing the toilet, brushing your teeth, washing your face or taking a bath or shower, making orange juice with water, and so on. Guide the student to see how critical water is in everyday life and how sometimes it is taken for granted.



You will be working with the diphthongs **oi** and **oy**.



Do pages 209 and 210.

## Wonderful Water

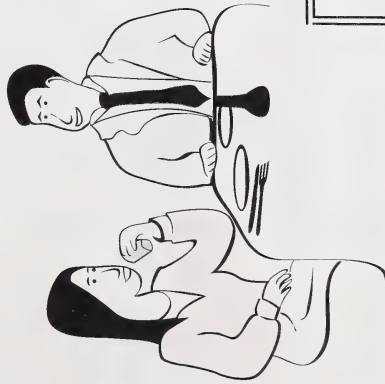


Water is necessary for all living things. You could live without food for quite some time, but you cannot live without water for more than a few days.

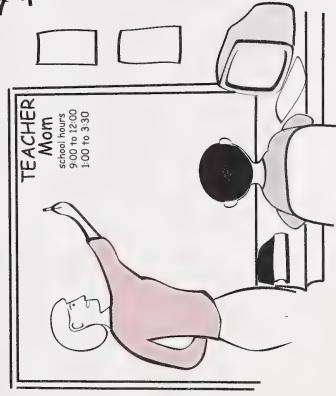
Have you ever thought about how you use water every day?

Circle **Yes** or **No**. Think of all the ways you use water in one day, beginning when you get up in the morning.

Look at the following pictures. Brainstorm ways water could be used in each setting.



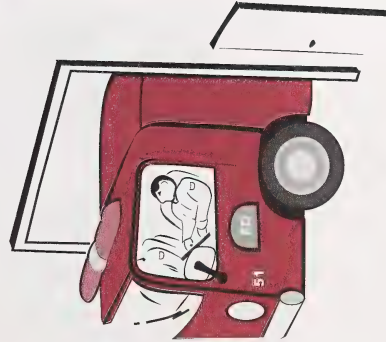
restaurant



classroom



farm



fire department



hospital

With the student, brainstorm ways that water is used in each setting. The student may initially not think of many uses. Guide the student to stretch his or her thinking. For example, in the classroom setting, water is used for mixing paints, washing brushes, watering plants, and so on. In the restaurant, water is used to drink, to make soups and other recipes, for washing dishes, for wiping down tables, for washing the floor and windows, and so on. On the chalkboard or chart paper, make a heading for each of the settings. Under each one, print the uses for water the student can think of.





Take out unlined paper.

Have the student illustrate three different uses of water in one of the settings and print what the use is under each one. Have the student title the page (for example, "Water at Home," or "Using Water on the Farm").



You will send your illustration to your teacher on Day 18.

## Did You Know?

Most of Earth is covered with water. Oceans cover more than 70 percent of it.



## Looking Back

What was your favourite part of the day?

Did you enjoy making the glasses sing? Why or why not?

What did you like about reading “Story Go-Round”?

What was hard for you?

Which do you prefer, reading by yourself or being read to?

How do you figure out a new word when you come to it in a story?

## Story Time

Relax and enjoy the story!

Turn to Assignment Booklet 5B and complete Day 13: Learning Log. Have the student include his or her comments.

## Sharing Time

Choose something you did today that you would like to share with a friend or family member. For example, you could choose to do one of the following:

- Show how you can make glasses sing.
- Read “Story Go-Round.”
- Do a story go-round with members of your family. You might begin it with a sentence like Jamal used for her adventure.
- Talk about the importance of water.





## Day 14: How Important Is Water?

Look at the picture. Do you think water is important to all living things?

Today you'll see how living things use water. You'll also learn what living things are mostly made of. What do you think it could be?



Refer to the Home Instructor's Guide for information about setting up this experiment.

## Prepare for Later Today

You need to prepare some materials now that you will examine later today. The

experiment takes a few hours to see the results.

Put some red food

colouring in two glasses of water (the water should

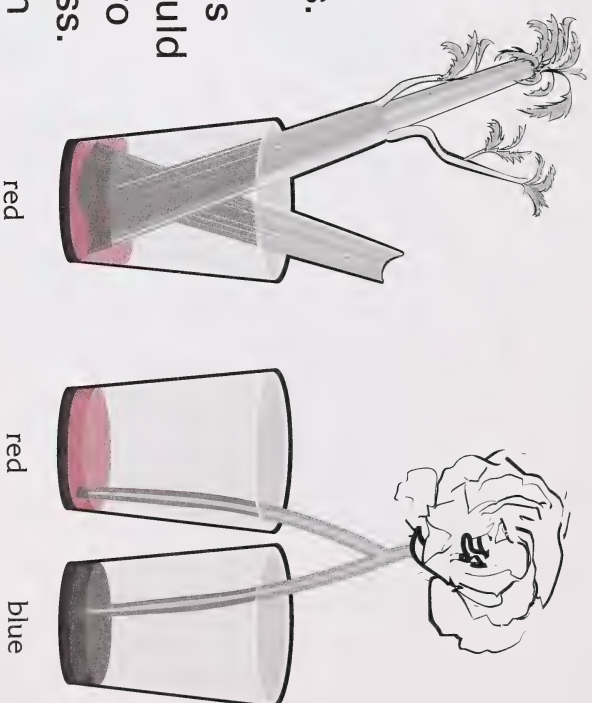
be dark red). Put the two celery stalks in one glass.

Put half of the carnation stem in the other glass of

red-coloured water. Put some blue food colouring in a third glass of water (the water should be dark blue). Place

the other half of the carnation stem in the glass of blue-coloured water. Now leave the glasses alone

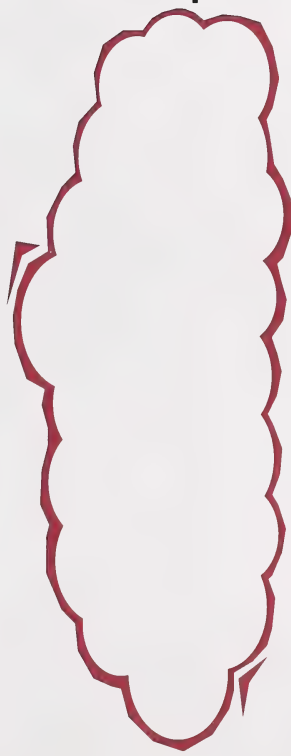
until you finish the experiment this afternoon.



## Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.



Today's date is \_\_\_\_\_.

What is the weather forecast for today?

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Work on Module 5: Day 14.

Discuss today's forecast with the student.

Discuss the current weather with the student.

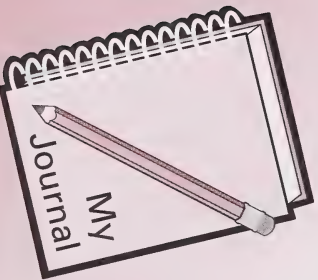


## Journal Time



Take out your journal. Turn to the Personal Writing section.

Assist the student in selecting a topic as needed.



Take a few minutes to think about what you would like to write about. You might want to write about your friends, your family, an event, or about your thoughts and feelings about something.

Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.

### Same Yet Different

Do you have a dog? Circle

**Yes**

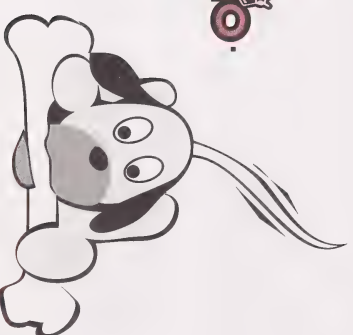
or

**No**

If not, maybe a friend, relative, or

neighbour has one. Talk about what a dog

does all day, what it eats, and where it sleeps.



Look at the pictures in the story "Butch and Silky." How are the two dogs alike? How are they different? What do you think might happen in the story?

Talk about the similarities and differences in the two dogs in the story "Butch and Silky" and have the student predict what might happen in the story.

### Butch and Silky

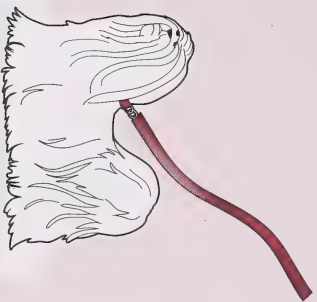


Butch was a black and white mutt. He had a long bushy tail and big fluffy ears. He lived on a farm with Samantha, his owner, and her parents. He loved everything about living and working on the farm. Every day he helped the family and played with Samantha.

He helped bring the sheep and cows home at night. He brought back the ball when Samantha threw it. He loved to roll in the green grass. He loved the smell of the newly mown hay and the feel of the wind in his fur. At night he slept in his doghouse.

continued . . .

One summer day Samantha's Aunt Charlotte arrived for a visit. She brought her little, white Lhasa Apso named Silky with her. Butch watched in surprise as she carried Silky right inside the house. "Dogs live outside," thought Butch.



When Aunt Charlotte went for a walk, Silky walked on a leash. "Dogs walk themselves," thought Butch.



That night it rained and rained. Butch could not find a dry spot in his doghouse. He could see Silky warm and dry in the house. "Maybe it wouldn't be so bad being a dog like Silky," thought Butch.

The next day Butch watched while Silky rode in the car and ate canned beef. Butch made up his mind. When Aunt Charlotte packed her car to leave, Butch lay quietly in the back of the car.

*continued . . .*



Aunt Charlotte was quite surprised when she got home to find Butch in her car and phoned at once. "I don't have time to drive back to the farm right now. Can Butch stay with me until the weekend?" she asked.

"To stay in my house, you must have a bath," said Aunt Charlotte. The water and bubbles tickled Butch's nose and got into his ears. Butch hated the bath!

Aunt Charlotte made Butch sleep in a basket next to Silky. He could not get comfortable and Silky snored. "I want to be back in my doghouse," he thought.



The next day there was more! Aunt Charlotte put a leash on Butch's collar. He slunk along with his tail between his legs. He was so embarrassed. Butch jerked the leash out of Aunt Charlotte's hand and off he went. He ran as fast as he could. Then he walked all day. That evening he stood at the farm gate. He felt the wind ruffle his fur. He smelled the fresh mown hay. Then he saw Samantha running and calling him.

continued . . .

As Samantha hugged him tight, Butch thought how good it was to be home.



Read the first two paragraphs aloud. Have the student follow along as you read. Then answer the questions orally.

Have the student read the rest of the story aloud and then answer the questions orally.

Listen as your home instructor reads the first part of the story to you.

Where is this story taking place? Who are the characters?

What kind of dog is Butch?

Read the rest of the story aloud to find out about Silky.

How are the two dogs different? Why do you think Butch got into Aunt Charlotte's car?

What does the author mean when she writes, "The next day there was more!"?

What do you think the two dogs thought of each other?

How did Butch learn his lesson?

Is this story fiction or non-fiction? Which events could happen in real life and which couldn't?

Read the entire story to yourself.



Complete Day 14: Assignment 5 in your Assignment Booklet.





## New Words

These words are from the selection “Butch and Silky.” Read them to your home instructor.

helped

farm

walked

watched

Remember, if you have a hard time saying a word, look at how it starts. Sound it out. Is there a little word in it that you know? Look at how the word ends. Look for vowel teams and consonant blends to help you.

Practise the **look-say-cover** and **see-write-check** way of learning to spell these new words.

Use the new words to complete these sentences.

1. I love seeing all the animals on my cousins' \_\_\_\_\_.
2. Nana was very tired after she \_\_\_\_\_ ten kilometres.



The answers are **farm** and **walked**.

Write a sentence for each of the new words **helped** and **watched**.

1. \_\_\_\_\_
2. \_\_\_\_\_

Check the sentences for content, spelling, and punctuation.

The answers are help, watch, walk; and farm.

Print the answers to the following on the lines.

Write the root or base words for **helped**, **watched**, and **walked**.

---

---

This is where Butch the dog lives. \_\_\_\_\_



**Take out four white index cards.**

Print the four words on the index cards. Put the cards on your Word Wall.



**Take out your *Collections Writing Dictionary*.**

Print the four new words in your dictionary.

If there are any other words from the story “Butch and Silky” that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.





## Enrichment (optional)

If you have time, you may want to do an extra activity.

### Break for lunch.



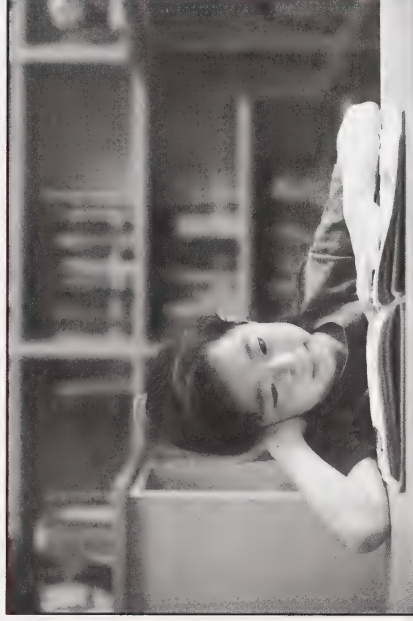
Refer to the Home Instructor's Guide for more information about this activity.

## Silent Reading

Enjoy your reading time.

### Words I Use Often

Look at the two words on coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.



Both you and the student read silently for ten minutes.

Refer to the Home Instructor's Guide for more information about this activity.

## Fun with Phonics

Read these sentences aloud.

Drew made a stew for the crew. The crew blew on the stew because they knew it was hot. The crew said the stew was too hard to chew.



Remind the student that a diphthong is made up of two letters blended together to make one sound. The circled words are **Drew**, **stew**, **crew**, **crew**, **blew**, **stew**, **knew**, **crew**, **stew**, and **chew**.

What sound do you hear repeated in the sentences? The diphthong **ew** stands for the **long u** sound.

Circle each word in the sentences with the diphthong **ew**.

Say words with the **ew** diphthong that begin with these letters:

fl      n      gr      d

Print the words on the lines.

---

---

Use each word in a sentence. Say the sentences aloud.

Your home instructor will say some sentences. Print the sentences on the lines. Circle the words with **ew** diphthongs.

1. 

---

2. 

---

3. 

---

The words are **flew**, **new**, **grew**, and **dew**.

Check that the words are used correctly.

Dictate the following sentences.

1. I knew we would be late.
2. Do you know how far she threw the ball?
3. I bought a few things today.

Check the spelling, punctuation, and circled diphthongs afterward with the student. The words with “ew” diphthongs are **knew**, **threw**, and **few**.



Refer to the Home Instructor's Guide for more information about this activity.

Take the celery out of the water and cut it in pieces crosswise. Discuss what happened. The celery stalk soaked up the dyed water. Guide the student to understand that plants draw up water because they need it to live. Have the student observe that the celery with the leaves drew up more water than the one without because leaves help draw water up the stem.

This experiment demonstrates *capillary action*. Mention this term to the student. *Capillaries* are thin tubes in plants through which water is drawn up into the plant. The action of drawing the water up is called *capillary action*.

Guide the student to understand that the dyed water from each glass came up through the capillaries and dyed the flower both colours.



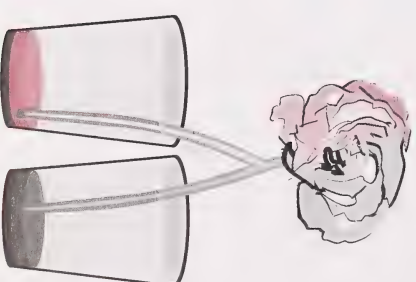
Do pages 211 and 212.

## Living Things Need Water Too

Take a look at the celery and carnation from this morning. What do you see? How do you think that happened? Why did it happen?



The tiny tubes in the celery are dyed red. These tubes are called **capillaries**. They draw water up into the plant. The carnation also has capillaries that draw water up into the plant. All plants have capillaries. This is how they get their water.



red

red

blue

Why did the carnation turn red and blue?

When plants have enough water, they are healthy. What happens to plants when they don't get enough water? All living things need water to stay healthy. Water is what keeps every living thing alive.

## How Much Water?

Take the two halves of the orange and squeeze the juice into a glass. Then use the spoon to scrape out any juice that is left.

What does the orange look like now? Look how much juice is in the glass. That juice is mostly water. How much of the orange was water?



Explain that plants that are healthy and alive have a great deal of water in them. Plants shrivel up and die without water. Tell the student that some plants adapt to life with little water. Cacti have special waxy leaves that prevent evaporation. They can also store a large amount of water.

Provide the student with an orange, a glass, and a spoon. Cut the orange in half. Help the student squeeze all the juice into the glass. Guide the student to understand that most of the orange was made of water. Explain that all living things contain large amounts of water.

Explain that all living things—plants and animals—are made up of water and need water to live. The water used by plants and animals (including our bodies) is replaced by the water in whatever all living things eat and drink. Tell the student that some animals need water for other reasons too. For example, frogs and mosquitoes use water to lay their eggs.

All living things are mostly made of water—even animals, and that includes human beings. Animals need water to stay alive and healthy.



Complete Day 14: Assignment 6 in your Assignment Booklet.



### Enrichment (optional)

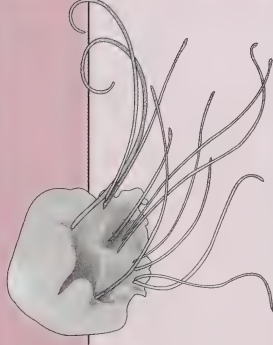
If you have time, you may want to do an extra activity.

Refer to the Home Instructor's Guide for more information about this activity.



## Did You Know?

A jellyfish is 95 percent water. A frog is 78 percent water, and a dog is 75 percent water.



## Looking Back

Do you like talking about the stories you read? Why or why not?

Do you enjoy talking with your home instructor about things you learn? Why or why not?

Do you like sharing what you have learned with your family? Why do you say that?

## Story Time

Relax and enjoy the story!

**Module 5B: Water—Our Most Important Liquid**

Turn to Assignment Booklet 5B and complete Day 14: Learning Log. Have the student include his or her comments.

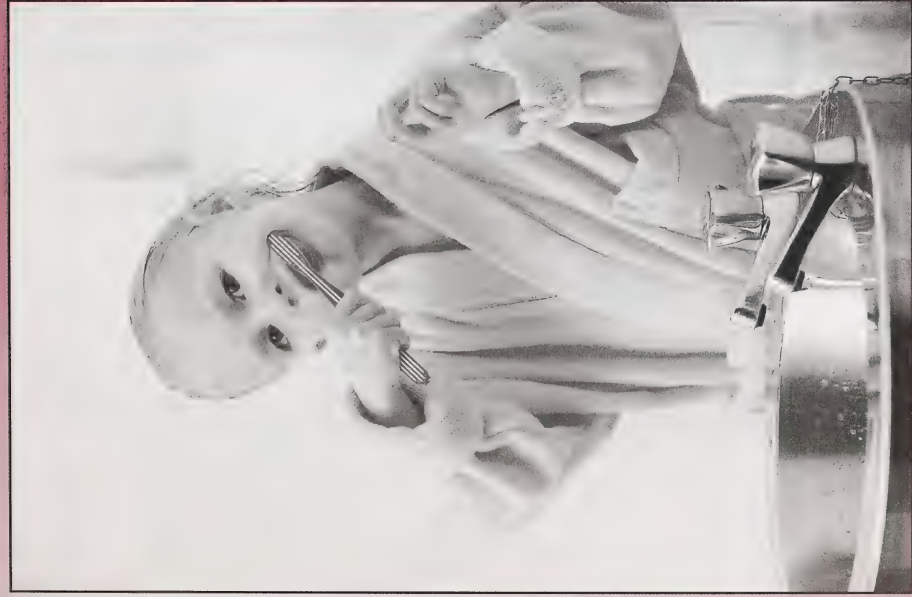
## Sharing Time

Choose something you did today that you would like to share with a friend or family member. For example, you could choose one of the following:

- Read “Butch and Silky.”
- Show the celery stalk and explain why the tubes, or capillaries, are red.
- Show the carnation and explain why the flower is two different colours. Tell how you made the flower change colours.



- If you did any of the extra activities today, read, show, or talk about them.



## Day 15: Making Water Safe to Drink

It's nice to know that when you turn on the tap, you get clean water.

Have you ever wondered where the water you drink at home comes from? How is it made clean enough so that it's safe to drink?

Today you will discover one way of cleaning water.

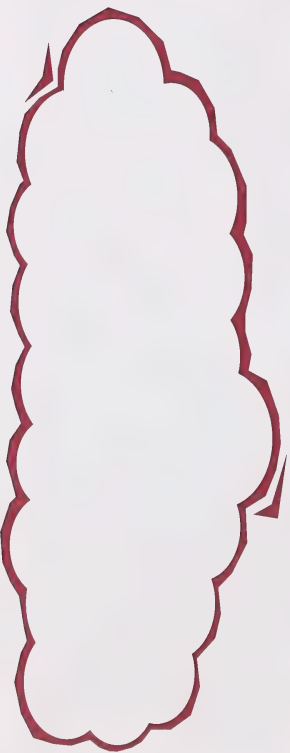


## Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



Discuss today's forecast with the student.

Discuss the current weather with the student.

What is the weather forecast for today?

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Work on Module 5: Day 15.

## Music and Movement

You've been learning how important water is to living things. Many living things live in water. How many can you think of?



You're going to listen to a song about a whale that lives in the ocean. The song is called "My Bonnie."

Brainstorm things that live in water, such as coral, seaweed, fish, seals, whales, dolphins, alligators, frogs, sharks, minnows, water lilies, bugs, and leeches.

Locate the song “My Bonnie” on the CD *Ideas That Sing!* Play the recording as you and the student listen to it.

Guide the student to listen to the tempo. Remind the student that *tempo* means how fast the music is. The tempo in “My Bonnie” is slow.

Explain that some whales do not have teeth. They eat plankton (tiny sea life).

Play the recording again. Have the student act out the story. He or she can pretend to be the whale in addition to the person singing the song. Join the student in acting out the story.

Refer to the Home Instructor’s Guide for more information about this activity.



Listen to the song “My Bonnie.”

What is the tempo of this song? What kind of food does this whale eat? (It tells you in the song.) Do you think whales sip seaweed tea? Circle **Yes** or **No**.

Listen to the song again. This time act out the story in the song.



Enrichment (optional)

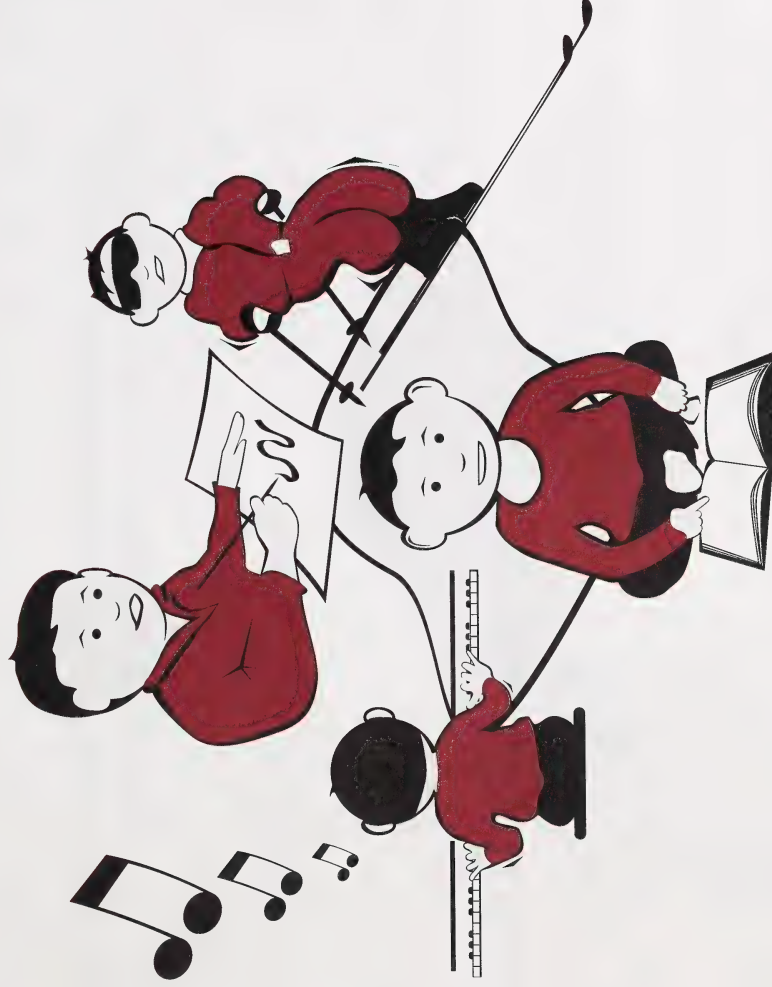
If you have time, you may want to do an extra activity.





## Learning Something New

Discuss skills the student has learned and his or her accomplishments in recent years, such as learning to skate, ski, read, write, play an instrument, ride a bike, dance, memorize songs, and so on. Record them on the board. Ask the student to focus on one skill and think about how he or she learned it. Was it difficult at first? How did it feel in the beginning? What had to be learned? Who helped? What difficulties were encountered? How did it feel to finally reach his or her goal?



You have learned many new skills in the last few years. What are some of them? Talk about what it's like trying to learn something new.



Take out unlined paper.

Draw a picture of yourself using a skill you are learning or have learned. Print a caption underneath telling what the skill is.



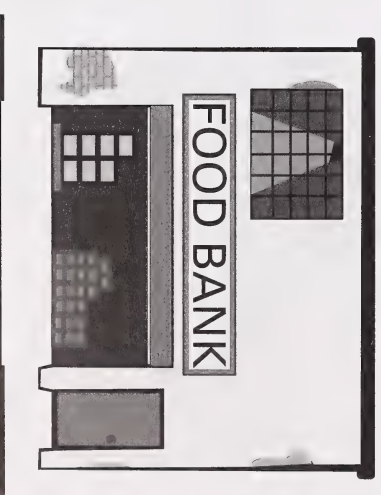
You will send your illustration to your teacher on Day 18.



Take out the book *All Join In*.

Discuss what food banks are and why they are important. By collecting money and nutritious food, food banks help those in a community who may be having difficulty buying enough food. People who work in food banks volunteer their time.

Turn to the story “Food Bank Souper Heroes” to read about a boy who had to learn to do something new. Do you know what a food bank is? Circle **Yes** or **No**. What do you know about food banks?



Have the student print the answers to the questions on the lines.

Who is the author of "Food Bank Souper Heroes?"

---

Who is the illustrator?

---

Read page 24 aloud. Who are the characters in the story?  
Read the lines that describe the new friend.

Read pages 25 and 26 aloud. What are the children planning to do? Read the description of the skate-a-thon.

Read pages 27 and 28. How did the friends prepare for the skate-a-thon? Read the description of the skates on page 28.

Read pages 29 and 30. How did Loc improve the look of the skates?

**Module 5B: Water—Our Most Important Liquid**

The author is Wendy Lewis.

The illustrator is Alice Priestly.

Discuss the title and why the children might be souper heroes. Point out the spelling of *super* in the title and tell the student that further on in the reading he or she will find out why the author chose to spell it that way. Have the student read the pages indicated and answer the questions orally.





Read to the end of the story. How did the story end? Read the sentence that tells what Loc said when he felt he was ready to skate on his own.

### Talk About It

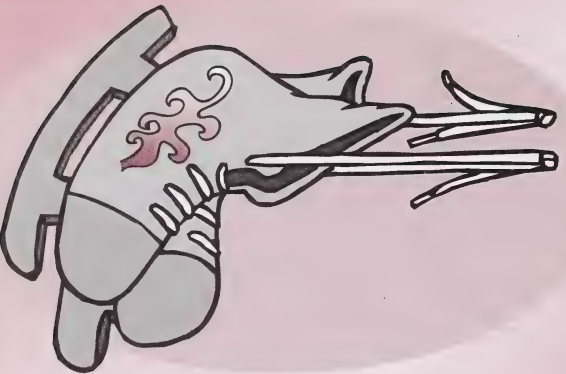
How does the title fit the story? Why did the author spell **super** as **souper**? What two things are the friends in the story trying to do? What would be the most difficult thing in skating for Loc to do? Describe the skates Loc got. How did he change them? Why did he change them? How did Amy's mom help the friends? How else could the story have ended?

Read the story to yourself.

### Journal Time



Take out your Journal. Turn to the Reading Response section.



Did you enjoy this story? Tell why or why not. What was your favourite part of the story? Why? What was your favourite illustration? Why? Does Loc remind you of anyone you know? Who? Would you like to be friends with the children in the story? Why?

## New Words

These words are from the story "Food Bank Souper Heroes." Read them to your home instructor.

cheered

library

shoulder

finally

Read the questions with the student. The student may choose to respond to one or more of them in his or her journal. Remind the student to print the day's date at the top of the page.

Remember, if you have a hard time saying a word, look at how it starts. Sound it out. Is there a little word in it that you know? Look at how the word ends. Look for vowel teams and consonant blends to help you.

Practise the **look-say-cover** and **see-write-check** way of learning to spell these new words.

Use the new words to complete these sentences.

1. I like borrowing books from the \_\_\_\_\_.
2. My sister hurt her \_\_\_\_\_.

Write a sentence for each of the new words **cheered** and **finally**.

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

The answers are library and shoulder.

Check the sentences for content, spelling, and punctuation.



Print the answers to the following on the lines.

You can research many topics in this place.

\_\_\_\_\_

What are the root words of **cheered** and **finally**?

\_\_\_\_\_

What is the diphthong in **shoulder**? \_\_\_\_\_



Take out four white index cards.

Print the four new words on the index cards. Put the cards on your Word Wall.



Have the student print the answers on the lines. The words are **library**, **cheer**, **final**, and **ou**.

If there are any other words from the story “Food Bank Souper Heroes” that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Take the “Word Game” out of the Appendix. The student moves the number of spaces indicated on a die. If the student recognizes the word he or she lands on and can say it in a sentence, he or she gets a point. The goal is to get 10 points. You may have to pass “start” more than once.

Refer to the Home Instructor’s Guide for more information about this activity.



Take out your *Collections Writing Dictionary*.

Print the four new words in your dictionary.

## The Word Game

Play the **Word Game**. You will see words from the stories in the book *All Join In* on the playing board. How many do you know?



## Enrichment (optional)

If you have time, you may want to do an extra activity.

Break for lunch.



## Silent Reading

Enjoy your reading time.

## Fun with Phonics

Read these sentences aloud.

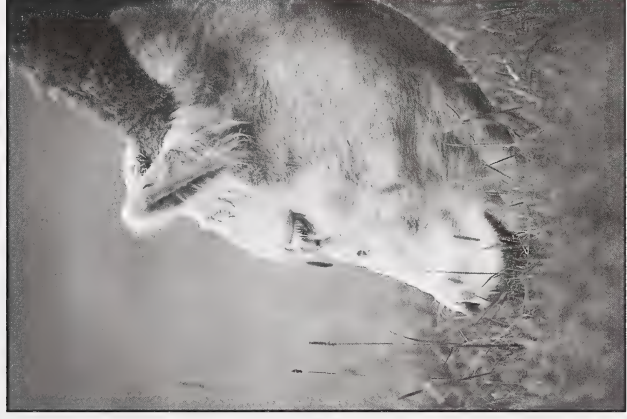
Dolly the cow likes to chew on grass and flowers. She's about the noisiest cow there is. But she does enjoy her food.

Find and circle the words in the sentences that have these diphthongs:

**ew**   **ow**   **oi**   **oy**   **ou**

Say the vowel sound each diphthong stands for.

**Module 5B: Water—Our Most Important Liquid**



Both you and the student read silently for ten minutes.

The words with the diphthongs are **cow**, **chew**, **flowers**, **about**, **noisiest**, and **enjoy**.



Check for spelling, punctuation, and that the student completes the sentences using the same diphthong as in the bolded word. The following are examples of completed sentences:

- Don't ever **boil** oil.
- That **clown** came to our town.
- Who **knew** the cat could **mew**?
- A mouse is in our **house**.



Refer to the Home Instructor's Guide for more information about this activity.



Finish each of the sentences using a word that has the same diphthong as the bolded word. The first one is done for you.

1. I think **Roy** \_\_\_\_\_ is a good boy\_\_\_\_\_.
2. Don't ever **boil** \_\_\_\_\_.
3. That **clown** came to our \_\_\_\_\_.
4. Who **knew** the cat could \_\_\_\_\_.
5. A **mouse** is in our \_\_\_\_\_.

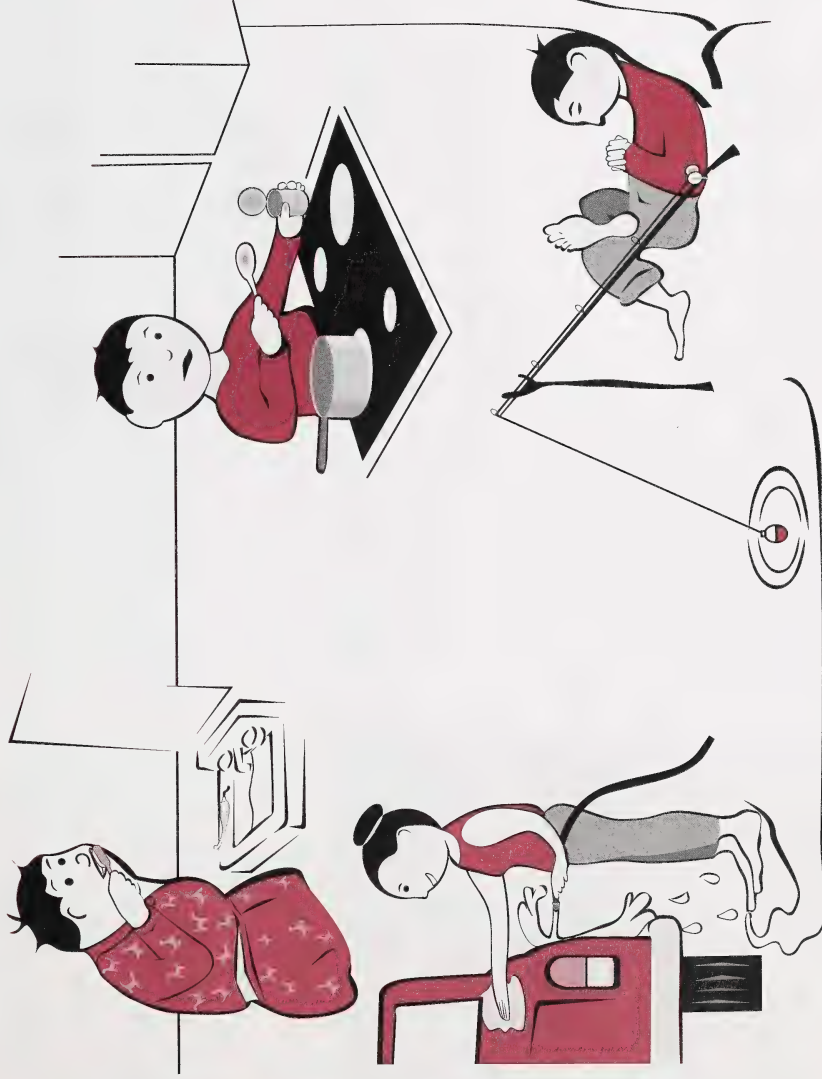
You will be reviewing diphthongs.



Do pages 213, 214, 217, and 218.

Make the fold-up book on pages 215 and 216. After you make the book, print your name on it and read it aloud.

## Clean Water



Think of ways that you use water every day. Think of other uses for water. What would you do without water?

Review why people need water and list the ways water is used, such as drinking, cooking, swimming, boating, water skiing, washing ourselves and our clothing, watering plants and gardens, irrigation, fishing, skating, putting out fires, cleaning things (houses, cars, windows), diluting things, and as a source of energy (dams, water wheels). Discuss the importance of water to everyday life. Explain that without it, plants and animals would die.

Talk about the source of water where the student lives (river, lake, water well, and so on). Discuss where the water in the student's area is treated. If it comes from a well, talk about how it has to be tested and maybe purified before drinking.

You know how important water is for plants and animals to survive. Do you know where your water comes from?

Circle **Yes** or **No**.

Is the water that comes out of the taps in your home clean?

Circle **Yes** or **No**.

The water you drink, cook with, and wash with is clean. If it weren't, you could get very sick from it.



Where is the water in your community cleaned?

Have you ever seen a lake, pond, or river that was dirty and smelled bad or that was brown and littered with garbage? Circle **Yes** or **No**.





See the Home Instructor's Guide for information about cleaning water.

Would you drink from it? Circle  **Yes** or  **No**. Of course not. But sometimes that is all the water there is in an area. The people who live there have to use the water. What can people do to the water for it to be clean and safe to use?

Most water must be cleaned before it can be used. There are ways to clean it. Conduct the following experiment to see how water can be cleaned.

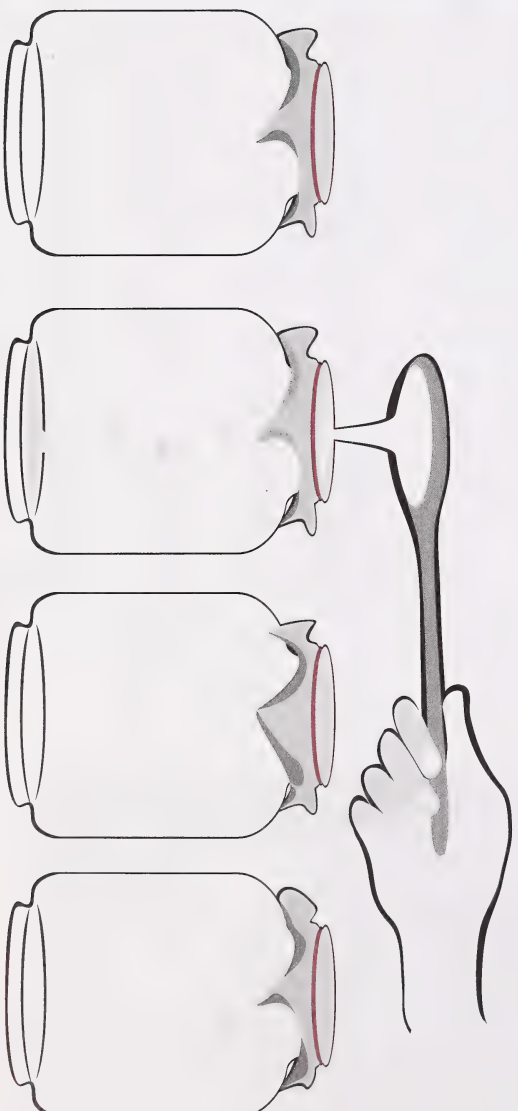
## Materials

- four jars
- wool fabric
- newspaper
- paper towel
- cotton fabric
- dirty water
- spoon
- four elastic bands

Provide the student with the items in the materials list. Make dirty water by mixing water with dirt. Allow the filter material to sag a little in each jar so the dirt can settle on the material. Ask the following questions as the student does the experiment: What do you see on the filter when the water is poured through it? How does the water look after it is filtered?

## Procedure

1. Place a filter material over the top of each jar and secure it with an elastic band. Let it sag a little.
2. Pour two spoonfuls of dirty water on each filter material.
3. Observe which material cleans and filters the water best.



Record your observations in the chart by drawing the filter on each jar you tested. Show how the top of each looks after filtering. Place a check (✓) in the boxes that describe the water after filtering.

Type of Filter _____	Type of Filter _____
<input type="checkbox"/> Water was clean. <input type="checkbox"/> Water was not clean.	<input type="checkbox"/> Water was clean. <input type="checkbox"/> Water was not clean.
Type of Filter _____	Type of Filter _____
<input type="checkbox"/> Water was clean. <input type="checkbox"/> Water was not clean.	<input type="checkbox"/> Water was clean. <input type="checkbox"/> Water was not clean.



Have the student print the answers on the lines.

Discuss how filtering water is only the first step in the process of cleaning drinking water. Filtering removes only the solids. Boiling or heating water to a high temperature kills the microbes that may be present. Microbes are too small to filter out and they can make people very sick. Microbes can also be destroyed by adding chemicals.

Which material made the best filter? \_\_\_\_\_

Which material made the worst filter? \_\_\_\_\_

Is the water you filtered clean enough to drink now?

Circle  **Yes** or  **No**. What simple method can be used

to clean the water further for drinking? Yes, the water could be boiled.

## Looking Back

What did you enjoy most today? Why?

What did you find difficult? Why? What can you do to make it easier for next time?

Why is water so important?

Why is clean water important?

How do communities clean their water?

Turn to Assignment Booklet 5B and complete Day 15: Learning Log. Have the student include his or her comments.

## Story Time

Relax and enjoy the story!

## Sharing Time

Choose something you did today that you would like to share with a friend or family member. For example, you could choose one of the following:

- Read the story “Food Bank Souper Heroes.”
- Play the Word Game.
- Read “Dinosaur Riddles” from the phonics booklet you made today.
- Share the picture you drew that shows one of your skills.
- Show and explain the experiment you did with the filters and dirty water.



## Day 16: Using Water Wisely

You have been learning how important clean, fresh water is to all living things. There are places in the world where there is a shortage of clean water. Have you ever wondered what life would be like with very little fresh, clean water? Today you will learn ways that you can save water.

Do you know your strengths? You'll investigate what they are today as well.

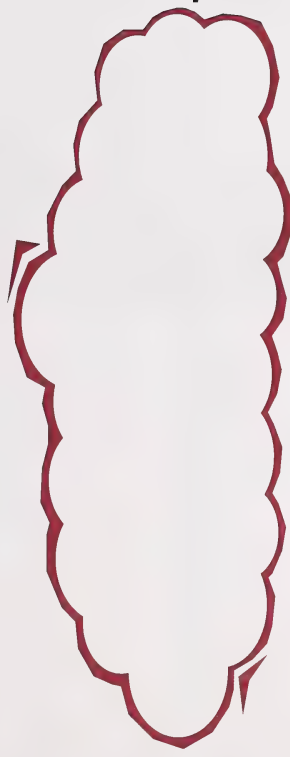




## Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.



Today's date is \_\_\_\_\_.

What is the weather forecast for today?

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Work on Module 5: Day 16.

Discuss today's forecast with the student.

Discuss the current weather with the student.

## Journal Time



Take out your journal. Turn to the Personal Writing section.

Assist the student with selecting a topic as needed.

Take a few minutes to think about what you would like to write about. You might want to write about your friends, your family, an event, or your thoughts and feelings about something.

Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.



## My Strengths

On Day 15 you talked about skills that you have learned in the last few years. What are some skills that you haven't learned yet and would like to learn? Why would you like to have those skills?

It takes many years to learn certain skills. You will be learning new skills all through life. Along with skills, you will gain new interests. What interests do you have now?

Every person has special strengths—skills, abilities, and talents.

Listen to your home instructor tell you what he or she thinks are your strengths.



Discuss skills the student would like to learn. Talk about the importance of learning as a lifelong activity. Explain that education will help the student with a career when he or she is an adult. Discuss the student's interests and hobbies.

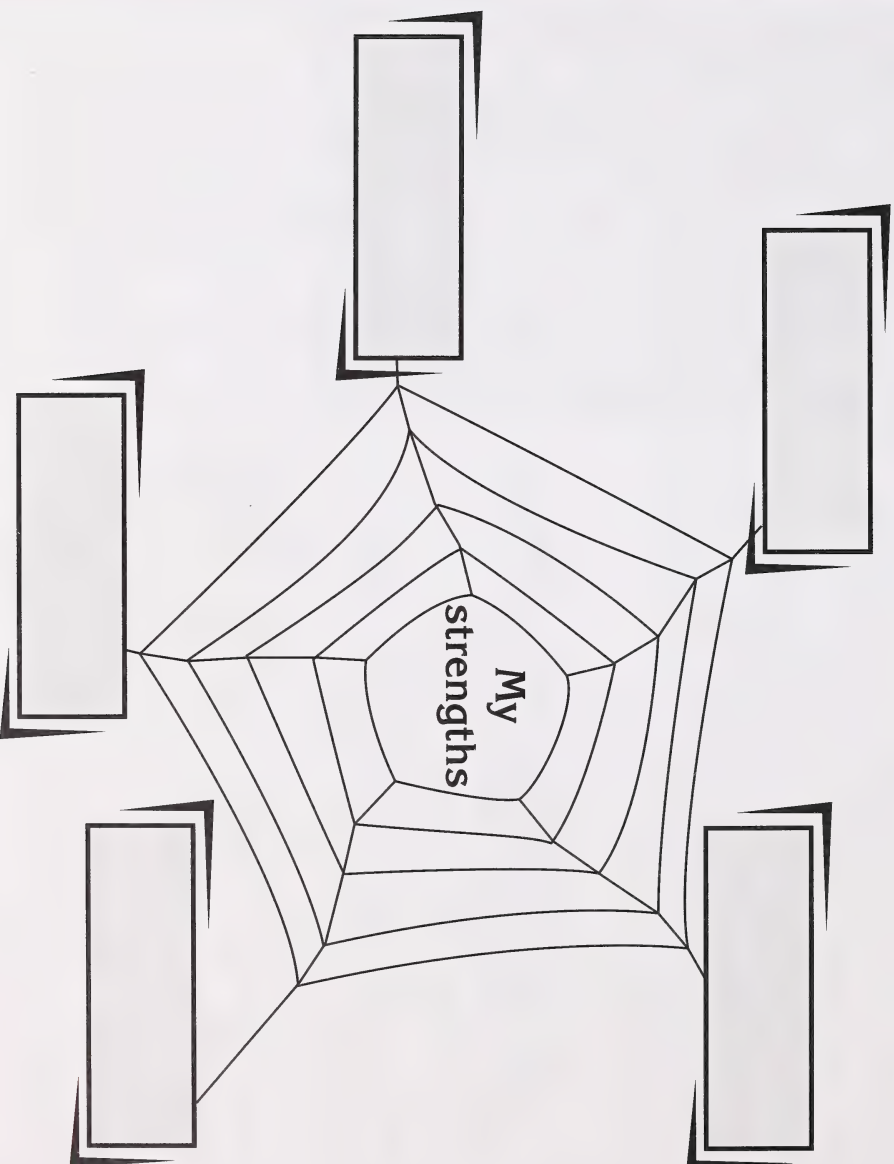
Explain that a person's strengths refer to his or her abilities, skills, and personality traits. For example, a person's strengths can include being good at math (or reading, skating, drawing, swimming, and so on) and being truthful (or kind, courteous, helpful, and so on).

Describe the student's strengths to him or her. Have him or her describe somebody else's strengths. Then have him or her describe yours to you.

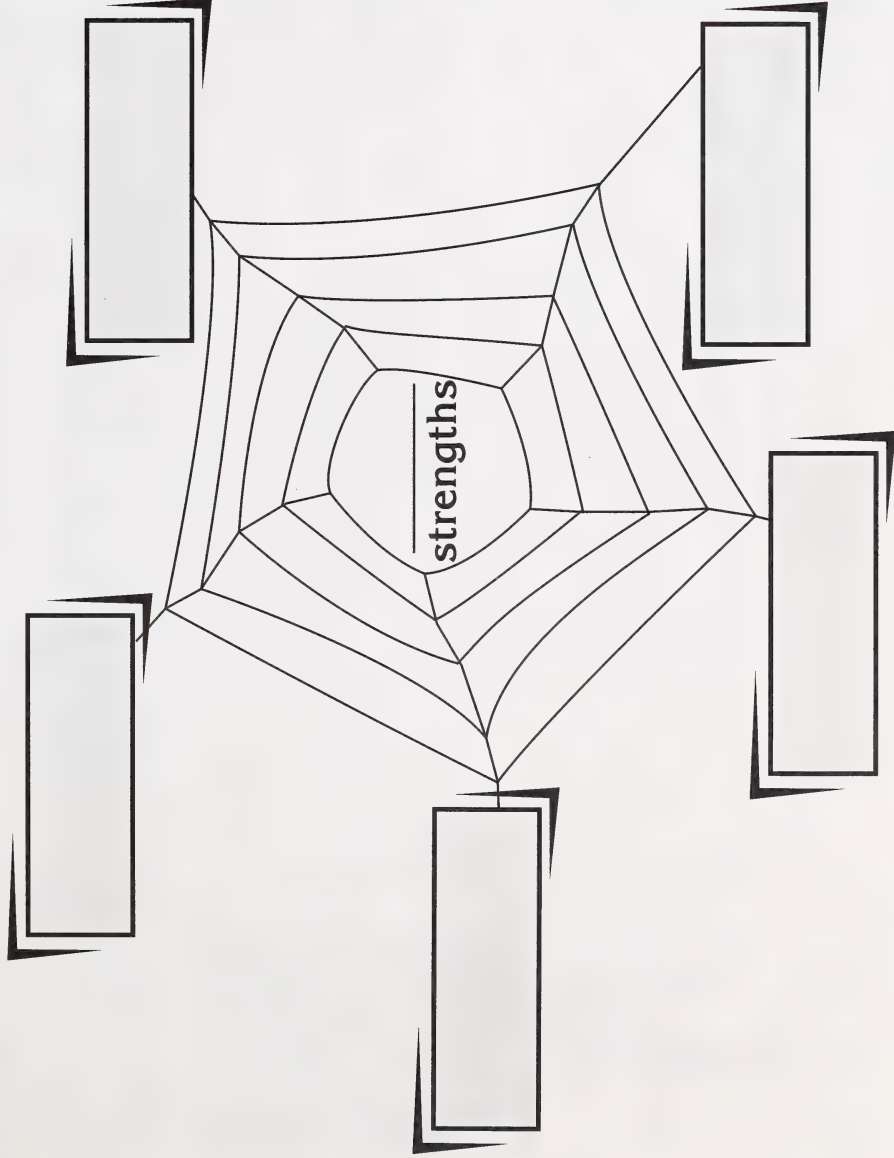


With the student, brainstorm his or her strengths, such as good planner, responsible, good at making beds, and so on. Then have the student print them on the web.

What are your special strengths? Print them in the boxes on the web.



Think of a person you like (friend, family member, someone in your community). Describe his or her strengths. Print that person's name and strengths in the web.



Are you good at drawing?



Or playing chess?

Discuss the individual nature of strengths and guide the student to understand that different people have different strengths. Explain that new strengths are developed throughout life. New experiences help form personality traits and create new skills, interests, and abilities.

How are that person's strengths different from yours?

Think about your home instructor. Describe his or her strengths.

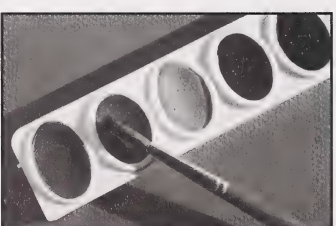
You will be developing new skills, interests, and abilities as you go through life. Life is a wonderful learning adventure.



**Take out paints and a paintbrush or crayons.**



**Take out unlined paper.**



Choose one of your strengths to illustrate.

Print your strength under the picture. Then do a picture of the person you described, showing one of his or her strengths. Print the strength under the picture and print the person's name on the page. Colour both pictures.



**You will send your illustrations to your teacher on Day 18.**



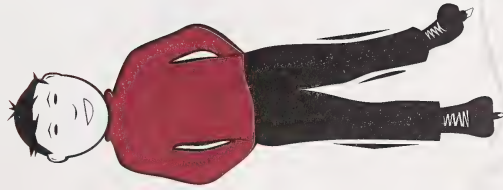
## Souper Heroes



Take out the book *All Join In*.

Turn to the story “Food Bank Souper Heroes.” Read it aloud.

### A Strong Character



Read aloud each of the following sentences from the story “Food Bank Souper Heroes.” They’re about Loc. They tell how he felt, the things he did, and the kind of person he is.

1. On cold days like this, Loc missed his old home in Hong Kong.
2. The skates were covered in paint—eye-popping neon pink paint! Loc just said, “Thanks! If they fit, they’ll be fine.”

Read the sentences from the story with the student. Discuss how each fits into the story and what it tells about Loc.

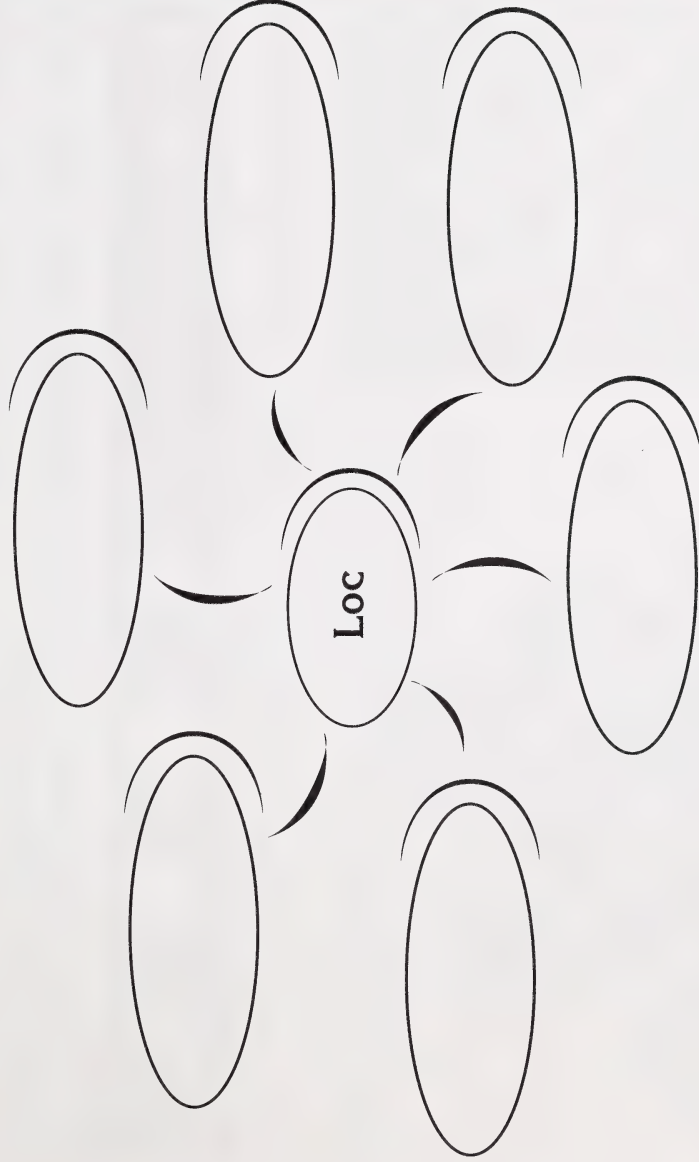
3. Then Loc showed us his skates. He had turned them into real superhero skates by painting orange and yellow flames along the sides.
4. So we were surprised when he kept falling on the ice. Up, down! Up, down!
5. "You take a break," panted Loc. "I think I can go by myself now."
6. He wobbled a lot, but he didn't fall once!

You can tell a lot about a **character** by what he or she says, does, feels, and thinks. You can also tell about a person the same way.

Have the student look up *character* in the dictionary.

Explain that character has two meanings: 1. one of the story elements (a person in a story), and 2. the qualities (moral and mental) that distinguish a person or thing.

Print a word or phrase to describe one of Loc's characteristics for each sentence in the character map.



Read what you wrote about Loc in the character map.

Would you say Loc has many strengths?

Circle **Yes** or **No**. Why or why not?

After discussing how each sentence reveals something about Loc, have the student print a word or phrase to describe each characteristic in an oval in the map. See the Home Instructor's Guide for example descriptions of Loc's characteristics.

Discuss Loc's characteristics. For example, his loneliness shows he has feelings for his home. Loc has many strengths.



Refer to the Home Instructor's Guide for more information about this activity.

Both you and the student read silently for ten minutes.

Refer to the Home Instructor's Guide for more information about this activity.



## Enrichment (optional)

If you have time, you may want to do an extra activity.

**Break for lunch.**



## Silent Reading

Enjoy your reading time.

## Words I Use Often

Look at the two words on coloured index cards. Say them aloud and practise them.

Tape them on the Word Wall.



## Spelling

It's time for your spelling test.



Go to your Assignment Booklet to do the Day 16: Spelling Test.

## Fun with Phonics

Read these two sentences aloud.

I like to read good books. If I find a book I really like, I will reread it.

How are the words **read** and **reread** different?

**Re** is a word part called a **prefix**. A prefix is added to the beginning of a base word to change its meaning.



Refer to the Home Instructor's Guide for more information about this activity.

Explain that "re" is a word part called a prefix. A *prefix* is a word part added to the beginning of a word to change its meaning or make a new word. "Re" usually means to do something again. *Reread* means to read again.

Read these two sentences aloud.

I lock the front door when I go out.  
I unlock it when I come back in.



How are the words **lock** and **unlock** different?

**Un** is a prefix. It is added to the base word **lock**. What does **unlock** mean?

Explain that “un” is also a prefix. It usually means “the opposite of” or “not.” Have the student answer orally. *Unlock* means the opposite of *lock*.



Your home instructor will say some sentences. Print the sentences on the lines. Circle the words with the prefixes **re** and **un** in pink.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

You will be working with the prefixes **re** and **un**.



Do pages 221 and 222.

Dictate the following sentences.

1. That was an unhappy event.
2. Tom had to repack his bag.
3. Can you untie your shoes by yourself?
4. She'll have to rewind her watch.

Check the spelling and punctuation afterward with the student. The words with the prefixes "re" and "un" are **unhappy, repack, untie, and rewind**.

Refer to the Home Instructor's Guide for more information about this activity.

Review why people need water and list the ways water is used, such as drinking, cooking, swimming, boating, water-skiing, washing ourselves and our clothing, watering plants and gardens, irrigation, fishing, skating, putting out fires, cleaning things (houses, cars, windows), diluting things, and as a source of energy (dams, water wheels). Discuss the importance of water to everyday life. Explain that without it, plants and animals would die.

## Saving Water



Suppose you turned the tap on one day and no water came out. That has happened in some places in the world. When people live in dry, desert-like areas, water is in short supply. When rivers and lakes dry up and rain stops falling, crops fail and all living things suffer.

Although there is plenty of fresh water in Canada, sometimes there are dry spells. And in some areas of the country, there isn't much water. Much of the water that goes into homes has to be cleaned. It costs a lot of money to clean water. And cleaning water uses a lot of energy. Because water is so important to all living things, it is up to everyone to use it wisely.

There are many ways you can save water every day. Print five ways on the lines.

### Ways I Can Be Waterwise

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Discuss how water is a precious resource and must be respected. Canadians use more water than anyone else in the world. Much of it is wasted. Great amounts of water are used in irrigation for crops, to raise cattle, in factories, and in homes.

See the Home Instructor's Guide for ways to save water in the home. Brainstorm ways the student could be a smart water user.

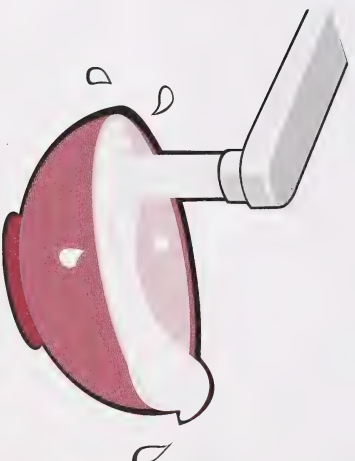


Have the student answer orally. Discuss how people don't even think about how much water is being wasted when they do things like leave it running while they are brushing their teeth. Many don't realize how wasteful it is.

Discuss how much water came out of the tap in just five seconds. Explain that most people keep it running for much longer. Guide the student to see how wasteful that is, especially on a larger scale.

Do you think a little or a lot of water is wasted when you leave it running to get cold water? What about when you leave it running when you brush your teeth? Conduct an experiment to find out.

Measure how much water comes out of a faucet in just five seconds. Place a large bowl under a faucet and let the water run for five seconds.



Can you see how much water can be wasted in just one day by one person? Circle **Yes** or **No**. Think how much water is wasted by an entire family or by an entire community.



Take out lined paper.

You probably don't realize how much water you use in one day. Starting right now, keep a diary of every single time you use water for one day. Keep track of when you use the water and what you use the water for. Look at the sample diary to give you an idea of how to do it.

### My Water Diary

- flushed the toilet
- washed my hands
- made orange juice
- washed the dishes
- watered a plant
- gave the dog some water
- took a bath
- washed my hair
- brushed my teeth
- drank water five times

Read the sample diary with the student. Encourage and remind the student to write down every single time he or she uses water for the next 24 hours.

Complete Day 16: Assignment 7 in your Assignment Booklet.



## Looking Back

Did you find it easy to think about your strengths this morning? Why or why not?

Did you find it easy or difficult to think and talk about someone else's strengths? Why?



Can you tell someone's strengths just by looking at him or her? Why not?

What are you going to do today to help save water?

## Story Time

Relax and enjoy the story!

Turn to Assignment Booklet 5B and complete Day 16: Learning Log. Have the student include his or her comments.



## Sharing Time

Choose one of the following to share with a friend or family member:

- Read the story “Food Bank Souper Heroes.”
- Talk about a family member’s strengths. Tell them yours.
- Show the illustrations you made of your and another person’s strengths.
- Tell your family how they can help save water.



## Day 17: Preventing Water Pollution

Even though much of Earth is covered by water, the water in the oceans is salty and not suitable to drink. Also the water in many lakes and rivers is now unsuitable to drink. How do you think it got that way?

Today you will learn how you can help to keep water safe and clean for yourself and others.

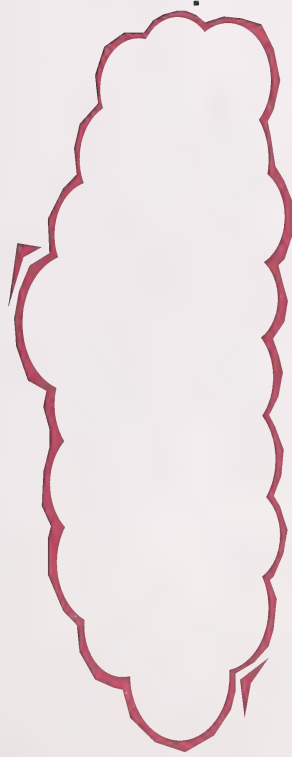


Remember to record every single usage of water today in your water diary.

## Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.



Today's date is \_\_\_\_\_.

What is the weather forecast for today?

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

Remind the student about the water diary. Encourage and remind the student to write down every use of water until the science lesson later this afternoon.

Discuss today's forecast with the student.

Discuss the current weather with the student.





Work on Module 5: Day 17.

## Music and Movement



Listen to and act out the story in the song “My Bonnie.”

Locate the song “My Bonnie” on the CD *Ideas That Sing!* Volume 1. Play it for the student. With the student, read the words to the song.

Talk about the song. Explain anything the student may not know or understand. Discuss the student’s feelings about the song.

Have the student do a vocal warm-up by making a sliding sound that moves from a low pitch to a high pitch and back to a low pitch again. Have the student do this several times, reminding the student not to yell. Play the song “My Bonnie.” Follow the text and sing along with the student. Have the student sing the song twice.

Following are the words to the song.  
Read them aloud.

What do you think of this song? How  
does it make you feel?

Before you sing the song, warm up your  
voice.

Can you sing and act out the song at the  
same time? Try it.



## My Bonnie/The Captain and Me

My bonnie lies over the ocean  
 My bonnie lies over the sea  
 My bonnie lies over the ocean  
 Oh bring back my bonnie to me.

### CHORUS:

Bring back, bring back, oh bring  
 back my bonnie to me, to me,  
 Bring back, bring back, oh bring  
 back my bonnie to me.

I went to the sea,  
 down to the salt sea,  
 Sailing the ocean,  
 just the captain and me.  
 'Ere she blows, there's a whale  
 off our nose  
 It's flapping its tail, we're  
 thrilled down to our toes.

### CHORUS

CHORUS:  
 Don't be afraid to step inside,  
 Hold onto my tonsils,  
 We'll go for a ride,  
 I never eat meat,  
 have no fear of me,  
 I only eat plankton  
 and sip seaweed tea.

He opened his mouth,  
 we had a few doubts,  
 He might have us for supper  
 and spit us all out,  
 But we took a fair risk  
 and jumped onto his tongue,  
 He flipped us right over,  
 We asked, "Is this really fun?"

### CHORUS

The whale closed his mouth  
 and we started to roll,  
 We were swallowed whole  
 then blown through the blowhole.  
 Imagine us sitting  
 on top of that spray,  
 Alive on a whale mountain  
 on this bright sunny day.

### CHORUS

I went to the sea,  
 down to the salt sea.  
 My bed was the ship  
 in this whale of a dream.



<sup>1</sup> Jerry Brodey, "My Bonnie/The Captain and Me," in *Ideas That Sing! Volume 1*, Kim and Jerry Brodey (Toronto: Kim and Jerry Brodey, 1984), 14. Reproduced by permission.

## You Talked Me into It



Take out the book *All Join In*.

Turn to the story “Food Bank Souper Heroes.” Read it to yourself.

Turn to page 26. Find the reasons why the characters entered the skate-a-thon.

The arguments that persuaded the characters to enter the skate-a-thon are that it would be fun and they would be helping the food bank. Have the student look up the word *persuade* in the dictionary. Explain that it means to get someone to do or believe something.

We should go in the skate-a-thon because it would be fun and we would be helping the food bank at the same time. Check the student’s sentence for content, spelling, and punctuation.

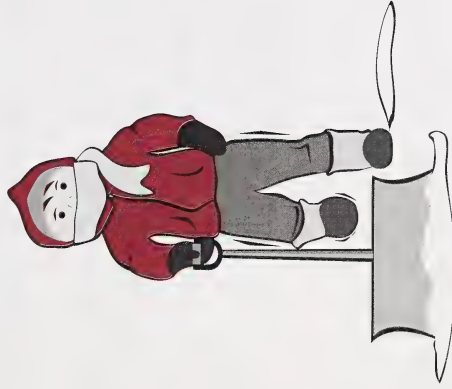
Imagine you’re trying to **persuade** some friends to enter the same skate-a-thon. Complete the following sentence starter with a good reason to persuade them to go into the skate-a-thon. Print the reason to finish the sentence on the lines.

We should go into the skate-a-thon because \_\_\_\_\_



Do you think you can persuade someone to do or not do something? Circle **yes** or **no**.

Complete the following sentence starters to make persuasive sentences. Give a good reason for each one.



You should wear warm clothes in the winter because

---



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Check the student's sentences for persuasiveness, spelling, and punctuation. Then have the student read the sentences aloud.

It's a good idea to turn the water off while you are brushing your teeth because \_\_\_\_\_

---

It's important to follow Canada's Food Guide because

---

## Persuading with Posters

When people have something important they want to share, they want everyone to know about it.

Turn to page 25 in the book *All Join In*. Read the poster aloud. What information is there? How does the poster look?

Go over the information given on the poster: name of the event; when, where, and what time; and other information the reader needs to know. Discuss what the poster looks like: is neat, easily read, uses different colours, and has different sized print.

Talk about the effectiveness of the poster. Perhaps a picture or something like "Everyone Welcome" could be added.

Find an advertisement you really like from a magazine or newspaper. Tell why you like it. What makes it interesting for you?

A poster should stand out and be interesting. If it's not, people won't want to read it.

Imagine there is a speaker coming to your community to talk about the importance of saving water. Her name is Lucy Kleen. She will be in town on Monday, February 13. She will give her talk in the Community Hall at 7:30 P.M.



Take out unlined paper and poster paper.

Design a poster about the event. Make it persuasive. You want to get as many people out as possible to hear this important talk. Use unlined paper to make the draft. Revise, edit, and proofread it. Then use poster paper for the final copy.

Show the student effective advertisements from magazines or newspapers. Discuss what makes them effective (to the point, catch the reader's attention, colourful, different print size, pictures). Explain that an advertisement announces or tells about an event or a product, which makes it like a poster.

Have the student plan the poster first and then make a sketch of it. Remind the student that it should be drafted, revised, edited, and proofread just like any piece of writing.



Discuss the checklist.

Following are things to check in your poster.

- ☐ Everything is neat.
- ☐ Printing is easy to read.
- ☐ The information is correct.
- ☐ Colours, different size of print, or illustrations make important parts stand out.
- ☐ Spelling is correct.



You will send your poster to your teacher on Day 18.



**Enrichment (optional)**

If you have time, you may want to do an extra activity.

**Break for lunch.**



## Silent Reading

Both you and the student read silently for ten minutes.

Enjoy your reading time.

## Word Recognition Test



Complete the Word Recognition Test in your Assignment Booklet.

## Fun with Phonics

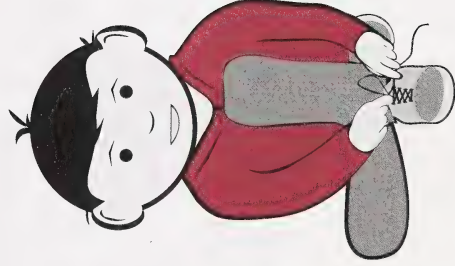
Read these phrases aloud and underline the prefixes.

unpack the bag

repack the bag

untie the shoelaces

retie the shoelaces



Refer to the Home Instructor's Guide for more information about this activity.

Put several items (such as an eraser, a pencil, a book) in a plastic bag or paper bag before beginning this lesson. Provide the student with a pair of shoes with shoelaces.

Have the student demonstrate the meaning of each phrase and say what he or she is doing.

A *prefix* is a word part that is added to the beginning of a word. Remind the student that “re” usually means “do again” and “un” usually means “not” or “the opposite of.”

The answers for “do again” are **rewind**, **replay**, and **rerun**. The answers for “not” are **unsafe** and **unsure**. The answers for “opposite of” are **unlock** and **unwrap**.

Your home instructor will give you a bag. **Unpack** the bag. Then **repack** the bag. When your home instructor gives you the shoes, **untie** the shoelaces. Then **retie** the shoelaces.

What is a prefix? What do **re** and **un** mean?

Read these words aloud.

<b>rewind</b>	<b>unlock</b>	<b>replay</b>
<b>unsafe</b>	<b>unsure</b>	<b>unwrap</b>

Print each word under the correct meaning of its prefix.

<b>do again</b>	<b>not</b>	<b>opposite of</b>
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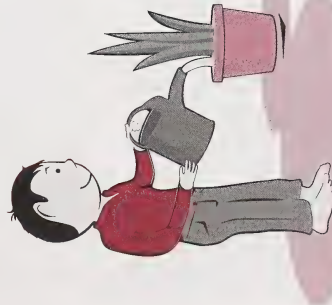


Now you will review the prefixes **re** and **un**.



Do pages 223 and 224.

## Respecting Water



Look at what you wrote in your water diary. How often did you use water in the last 24 hours? Print the number of times in the water drop.



Did you use the water wisely? Think of ways you could reduce the amount of water you use.

Follow along as your home instructor reads the following article to you.

With the student, read the entries made in the water diary. Discuss how the water was used, if it really had to be used, and how the student could have used less water.

Brainstorm ways the student and other family members can reduce water usage in and around the home.

Is there a river near where you live? Many cities, towns, and villages are built beside rivers so people can use the water to drink and for growing crops. Sometimes rivers are used as waterways to ferry people from place to place or to carry goods and products. People also use rivers to carry waste to the sea. Rivers are becoming **polluted**.

Companies dump chemicals into the water. Farming also adds to river **pollution**. Chemicals that are used on the land soak into the soil and drain into streams and rivers. Human waste, called sewage, is poured into the river. The waste and chemicals that are dumped into rivers gradually kill the plants, fish, and animals that live in the water. Most streams and rivers around the world are polluted. Some towns and cities dump sewage right into lakes or oceans without treating it first!

Sometimes ships dump waste into the ocean. Oil spills from ships cause pollution. Birds, fish, and seals die as a result. Oil clings to the feathers of birds and makes them lose their waterproofing, so they die. Birds also die from eating polluted fish.

Using polluted water can cause serious diseases. More and more places on Earth are becoming polluted. Many people are trying to solve the problem of pollution.



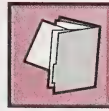
There are things you and your family can do to help keep water clean. Can you think of any?

Can you think of ways companies and governments can help solve the problem of pollution?

## I Can Prevent Water Pollution

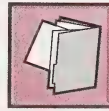


Take out paints or crayons.



Take out unlined paper.

Draw or paint a picture of yourself doing something to prevent water pollution. Print what you are doing under the picture. Give your picture a title, such as "Preventing Water Pollution." Write a sentence or two below the picture telling what it is about.



You will send your illustration to your teacher on Day 18.

After you read the text to the student, have him or her look up *pollute* in the dictionary. Explain that polluted water is unclear and impure or contaminated with waste materials.

Turn to the Home Instructor's Guide for information about the article and follow-up discussion.

Discuss how the student wants to show himself or herself preventing water pollution, such as driving with a parent to a toxic waste depot, picking up litter at a beach, and pouring used oil or paint into a can instead of the sink.





Complete Day 17: Assignment 8 in your Assignment Booklet.

## Looking Back

What do you think is the most interesting thing you learned today? Why?

Do you like how your poster turned out this morning? Why? What could you do to make it better next time?

Are you pleased with how the illustration of you preventing water pollution turned out? Why?

How does it make you feel knowing there is so much water pollution in the world? Why?

## Story Time

Relax and enjoy the story!

## Sharing Time

Choose something you did today that you would like to share with a friend or family member. For example, you could do one of the following:

- Show and tell about your poster.
- Show your “Preventing Water Pollution” illustration.
- Talk about water pollution and how everyone can help to keep water clean.



## Day 18: The Most Important Liquid

You've learned a lot about water in this module. You will make a poster showing how important water is to all living things.

Today you will talk about friendship, and being a responsible member of a group.

You're almost finished Module 5.  
Congratulations!

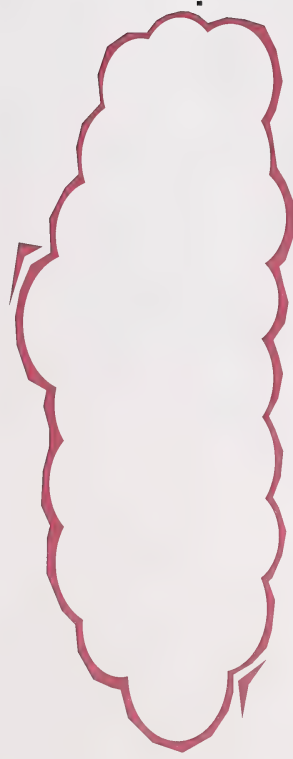




## Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.



Today's date is \_\_\_\_\_.

What is the weather forecast for today?

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Complete Day 18: Assignment 9 in your Assignment Booklet.

Discuss today's forecast with the student.

Discuss the current weather with the student.



Work on Module 5: Day 18.

## Journal Time



Take out your journal. Turn to the Personal Writing section.

Take a few minutes to think about what you would like to write about. You might want to write about your friends, your family, an event, or about your thoughts and feelings about something.

Use your *Collections Writing Dictionary* if you need help spelling a word.



Remember to print today's date at the top of the page.

Assist the student with selecting a topic as needed.

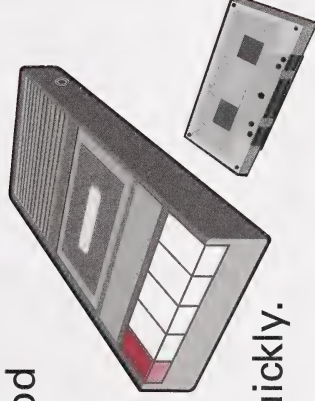
## Recording a Story



Take out the book *All Join In*.

Read “Food Bank Souper Heroes” aloud. Who are the members of the group in this story? The character that tells the story does not have a name. She is always referred to as “I” or “me” in the story.

Record yourself reading the story, “Food Bank Souper Heroes.” You will need to practise first. To make the reading interesting, use a different voice for each character. Read with expression. Use a clear voice and don’t read too quickly.



After you have practised with the different voices, and can read each part, record it.



You will send the recording to your teacher at the end of the day.

Have the student answer orally.

The members of the group are Bill, Amy, Loc, Nate, and me.

Help the student practise reading the story aloud.

Encourage him or her to use different voices for each character. With the student, decide which words need to be emphasized or read in a different tone of voice to make the reading interesting.

Refer to the Home Instructor’s Guide for information about recording a reading. After recording, play it back and let the student decide whether to redo the reading.





Complete Day 18: Assignment 10 in your Assignment Booklet.

## New Words

Read these words to your home instructor.

then

leave

middle

first

Remember, if you have a hard time saying a word, look at how it starts. Sound it out. Is there a little word in it that you know? Look at how the word ends. Look for vowel teams and consonant blends to help you.

Practise the **look-say-cover** and **see-write-check** way of learning to spell these new words.

Use the new words to complete these sentences.

1. Loc, our new friend, was right in the

\_\_\_\_\_.

2. Toby was the \_\_\_\_\_ in line.

Write a sentence with each of the new words **leave** and **then**.

1. \_\_\_\_\_

\_\_\_\_\_

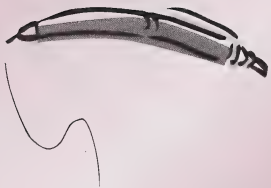
2. \_\_\_\_\_

\_\_\_\_\_

The answers are **middle** and **first**.

Check the sentences for content, spelling, and punctuation.

The answers are **leave**, **riddle**, **fiddle**, and **first**; any three of the following: **hen**, **den**, **pen**, **men**, **ten**, or **yen**.



Print the answers to the following on the lines.

The opposite of **stay** is \_\_\_\_\_.

Change the first consonant in **middle** to make two new words. \_\_\_\_\_

The opposite of **last** is \_\_\_\_\_.

Replace the consonant digraph in **then** with a single consonant to make three new words.

\_\_\_\_\_

\_\_\_\_\_



Take out four white index cards.

Print the four new words on the index cards. Put the cards on your Word Wall.





Take out your *Collections Writing Dictionary*.

Print the four new words in your dictionary.



## Silent Reading

Enjoy your reading time.

## Fun with Phonics

Read this sentence aloud.

Your room is in total **disorder**!



If there are any other words from the story "Food Bank Souper Heroes" that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Both you and the student read silently for ten minutes.

Explain that *disorder* means the same thing as “a mess.” The prefix “dis” is added to the base word “order” to mean “not in order.”

What does that sentence mean? Print the base word of **disorder** on the line. \_\_\_\_\_

The prefix **dis** changes the meaning of the base word it is added to.

Read these sentences aloud.

I **like** that colour.

Brad **agrees** with you.

My puppy always **obeys** me.



Now read the sentences again. This time add the prefix **dis** to each of the underlined words. How does it change the meaning of each sentence?

Your home instructor will say some sentences. Print the sentences on the lines. Circle the words that have the prefix **dis**.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Now you will be working with the prefix **dis**.



Do pages 225 and 226.

Discuss how the meaning is changed in the sentences when the prefix “dis” is added to the bold words.

Dictate the following sentences.

1. The bleach discoloured my jeans.
2. I distrust that big dog.
3. Mom made the stain disappear.

Check the spelling and punctuation afterward with the student. The circled words are **discoloured**, **distrust**, and **disappear**.

Refer to the Home Instructor's Guide for more information about this activity.



## Being Part of a Group



Take out the book *All Join In*.

You read about the friends in “Food Bank Souper Heroes.” How did the children show Loc that they were good friends?

As part of a group, the children worked together to help Loc. That’s what being part of a group means. You help everyone in the group.

How did the friends show that they were good members of the community? As part of a larger group (the community), the children wanted to help the poorer members of the community.

Have the student refer back to the story “Food Bank Souper Heroes.” The children demonstrated their friendship by helping Loc find skates and teaching him to skate. Discuss how every person that belongs to a group has responsibilities to the others. The friends were loyal to each other and stayed together. They also wanted to help others by donating their time for a good cause (skating in the skate-a-thon for the food bank). The children were being good members of the larger group or community by wanting to help the poorer members.



There are times that you are a member of a group. What are they? As a member of a group, you have certain responsibilities. Can you think what they are?

When you are a member of a group, others depend on you and trust you to do your best.

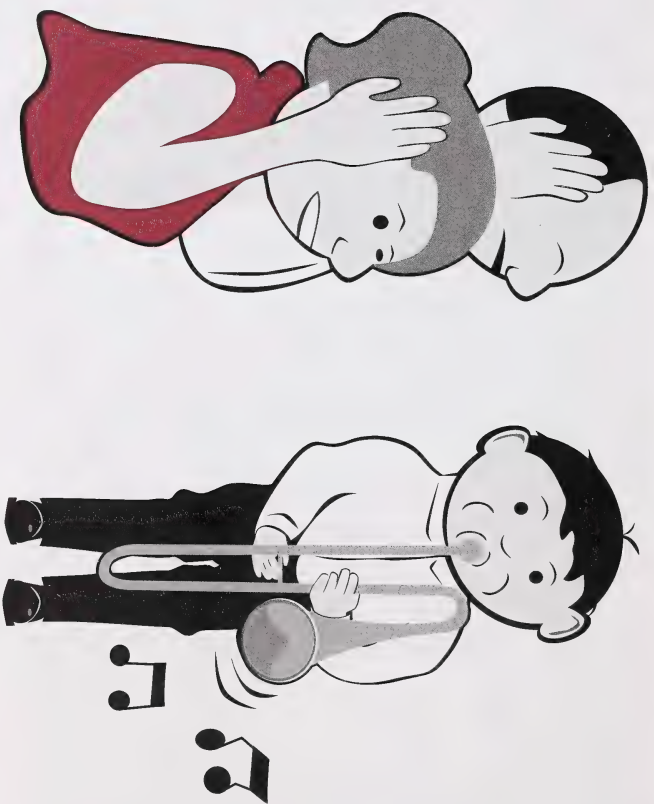
Listen as your home instructor reads to you.

Brainstorm times the student is a member of a group, such as a member of a sports team, a musical group, a scouting group, a religious group, a study group, or a club. Talk about how a person who belongs to a group should act. Responsibilities of being in a group include being co-operative, sharing responsibilities, being considerate of others, participating, taking turns, listening to others, not butting in, being trustworthy, and being reliable—the group can count on you to do your best. Discuss why each of these is important.

Read aloud the story about Joey.

Discuss the following ways that show how Joey wasn't a responsible member of the group:

- His behaviour hurt the others in the group.
  - His actions affected the performance of the entire orchestra.
  - He wasn't considerate of the others.
  - He forgot that when he was a member of a group, others depended on him and trusted him to do his fair share (practising his trombone). By not being a responsible group member, he let them all down.
- Explain that when Joey didn't do his best, the whole group sounded bad.



Joey was a member of the community youth orchestra. He played the trombone. He didn't always like to practise the trombone at home, so sometimes he would forget the notes when he played with the group. The orchestra was playing in an important concert. Joey didn't practise the whole week before. He didn't think he had to. When it came time to play in the concert, Joey made many mistakes that everybody heard.



Was Joey acting like a responsible member of the group? Circle **Yes** or **No**. Why not?

How should Joey have acted?

What would you have done if you were Joey?



Take out unlined paper.

Make an illustration showing yourself as a member of a group. Under the illustration, write what you are doing and describe three ways that show you are a responsible member of that group.



You will send the illustration to your teacher at the end of the day.



Discuss the student's participation in a group he or she belongs to. If the student isn't part of any group at any time, use his or her family as a group. Talk about ways the student is a responsible group member. Have the student print the ways under the illustration.

Review why water is important to all living things. Have the student make a poster showing living things using water.

Brainstorm ideas for the poster, such as animals drinking from a stream; a farmer irrigating crops; a runner drinking from a water bottle; a gardener watering a garden of flowers or vegetables; rain falling on a forest; a child in a bathroom washing her hands, with the toilet, sink, and bathtub in the background; or people cooking with water.

See the Home Instructor's Guide for information.

## Water—Our Most Important Liquid

Make a poster showing why water is important to all living things. Print the title **Water—Our Most Important Liquid** on it. You may draw and colour any pictures or cut them out of old magazines and glue them on your poster. Use what you learned about an outstanding poster on Day 17.



You will send your poster to your teacher at the end of the day.

## Looking Back

What was your favourite part of this module? Why?

What was the most difficult thing you did in this module?

Which skills do you think you improved the most in this module? Do you think your reading is improving? Do you think your writing is improving?

Turn to Assignment Booklet 5B and complete Day 18: Learning Log. Have the student include his or her comments.

## Story Time

Relax and enjoy the story!

## Sharing Time

Choose something you did today that you would like to share with a friend or family member. For example, you could choose one of the following:

- Play the recording of you reading the story “Food Bank Souper Heroes.”
- Show the illustration of you being a member of a group. Talk about it.
- Show your poster about water.
- Talk about your favourite activities from this module.





# Module Summary

## The Journey Continues

In Module 5: Water—Our Most Important Liquid, you explored many different ideas about liquids, especially water. You made music using water and learned how you can help keep this precious liquid clean and not waste it.

You discovered just how necessary water is to all living things—even you!



You continued to speak, read, write, view, and represent ideas about a variety of selections you read and topics you discussed.

How responsible are you as a member of a group?



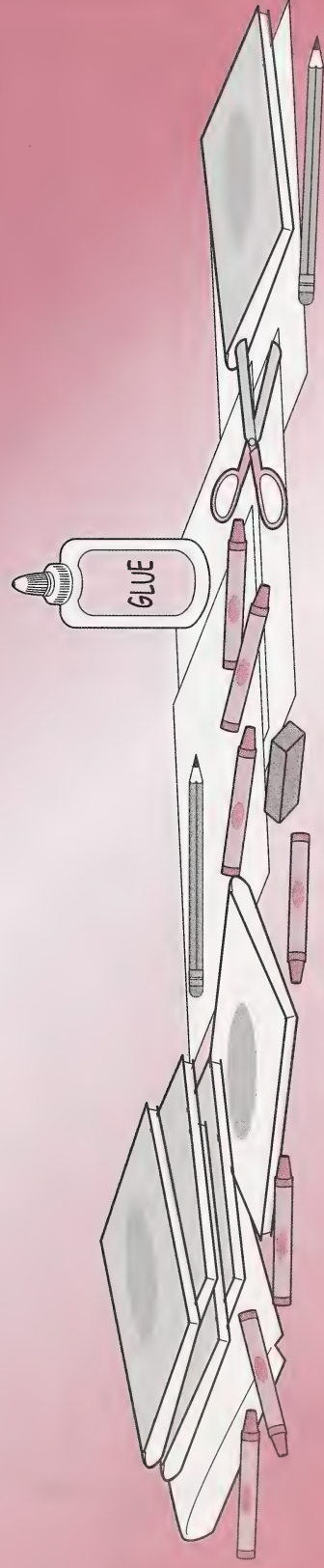
Are you ready to continue your travels in Module 6: Beyond Canada?





# Appendix

## Image Credits Cut-out Learning Aids



## Cover

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## Title Page

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## Welcome Page

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33	Corel Corporation	125	PhotoDisc Collection/Getty Images
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Word Game

